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ABSTRACT

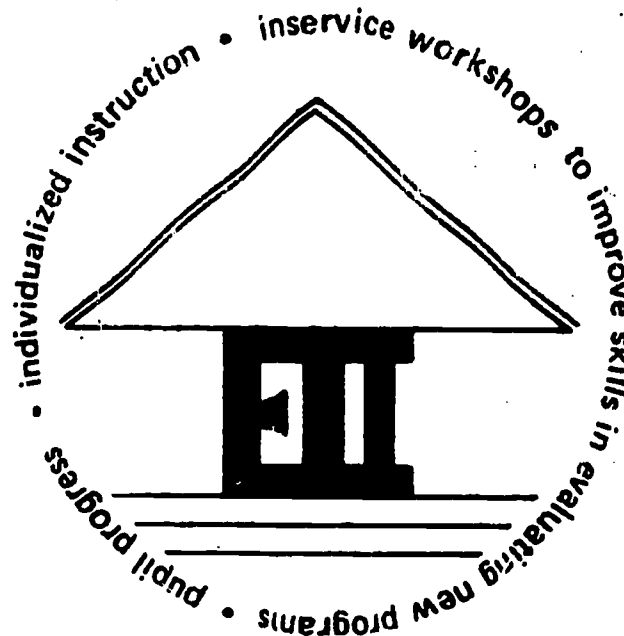
The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary social studies. (CK)

# PRIMARY SOCIAL STUDIES BEHAVIORAL OBJECTIVES AND TEST ITEMS

## EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project  
administered by  
Downers Grove, Illinois  
School District 99

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|              | Lang.<br>Arts | Math. | Soc.<br>Stud. | Science |
|--------------|---------------|-------|---------------|---------|
| Primary      |               |       | X             |         |
| Intermediate |               |       |               |         |
| Junior High  |               |       |               |         |
| High School  |               |       |               |         |

ED 066503

# PRIMARY SOCIAL STUDIES

## BEHAVIORAL OBJECTIVES AND TEST ITEMS



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Evaluation for Individualized Instruction Project  
AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

## BEHAVIORAL OBJECTIVE - TEST ITEM BANK

### BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

| Subject Area |    |    |    |    |
|--------------|----|----|----|----|
|              | LA | MA | SS | SC |
| 1            | 11 | 12 | 13 | 14 |
| 2            | 21 | 22 | 23 | 24 |
| 3            | 31 | 32 | 33 | 34 |
| 4            | 41 | 42 | 43 | 44 |

LA = Language Arts  
MA = Math  
SS = Social Studies  
SC = Science

1 = Primary  
2 = Intermediate  
3 = Junior High  
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

### PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

#### APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
  - a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
  - b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

#### NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

π is actually )

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH  
1400 West Maple Avenue  
Downers Grove, Illinois 60515

PRIMARY SOCIAL STUDIES

1. SOCIAL STUDIES TERMINOLOGY

THE STUDENT IS ABLE TO RECALL THE DEFINITION OF LAND FORMS BY  
SELECTING THE CORRECT GEOGRAPHICAL MEANING FOR EACH FORM. %10 0012

THE WORD CONTINENT MEANS 1300052

- \*\*A. A VERY LARGE PIECE OF LAND. 1300052
- B. A COUNTRY, LIKE THE UNITED STATES. 1300052
- C. A STATE, LIKE ILLINOIS. 1300052

\*\*\*\*\*

THE STUDENT IS ABLE TO CORRELATE GEOGRAPHICAL TERMS WITH  
DEFINITIONS, BY MATCHING GIVEN DEFINITIONS OF LAND AND WATER  
FORMS WITH GIVEN TERMS. %11 0019

USING THE LISTS BELOW, MATCH EACH WORD IN THE LIST TO ITS  
MEANING.

- A. OCEAN 1300079
- B. LAKE 1300079
- C. BAY 1300079
- D. RIVER 1300079

A LARGE MOVING STREAM OF WATER\*D 1300079

PART OF A SEA, WHICH FLOWS INTO A COAST\*C 1300081

THE LARGEST BODY OF SALT WATER \*A 1300082

- A. COAST 1300083
- B. ISLAND 1300083
- C. CONTINENT 1300083

THE LARGEST BODY OF LAND ON EARTH \*C 1300083

A BODY OF LAND WITH WATER AROUND IT \*B 1300084

A PLACE WHERE LAND AND OCEAN MEET \*A 1300085

- A. MOUNTAINS 1300086
- B. PLATEAUS 1300086
- C. PLAINS 1300086
- D. VALLEYS 1300086

LOWLANDS BETWEEN HIGHER HILLS \*D 1300086

HIGH, ROCKY HILLS \*A 1300087

\*\*\*\*\*

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO IDENTIFY TYPES OF  
INTERACTIONS BY CORRECTLY CLASSIFYING GIVEN SITUATIONS. %12 0020



READ THE FOUR WAYS PEOPLE INTERACT. AS YOU READ EACH QUESTION BELOW, CHOOSE WHICH \*KIND\* OF INTERACTION IS TAKING PLACE.

- A. PEOPLE SPEAK, WAVE, CLAP, SMILE OR SHAKE HANDS.
- B. PEOPLE WORK WITH EACH OTHER.
- C. PEOPLE HAVE JOBS THAT HELP OTHERS IN NEED.
- D. PEOPLE PLAY GAMES WITH EACH OTHER.


|   |                               |
|---|-------------------------------|
| A FIRE STARTED IN THE BAKERY SHOP ON MAIN STREET. FIREMEN AND POLICEMEN RUSHED TO THE FIRE. THEY SAVED THREE BOYS AND TWO WOMEN. *C   | 1300097<br>1300097<br>1300097 |
| JAMES BOUGHT A TICKET TO SEE THE CARTOONS AT THE MOVIES. HE GAVE HIS TICKET TO THE USHER. JAMES ASKED HIM IF THE FIRST CARTOON HAD STARTED YET. THE USHER SMILED AND TOLD HIM HE HAD COME IN TIME. *A | 1300098<br>1300098<br>1300098 |
| BILLY ASKED DON TO COME OVER TO HIS HOUSE TO PLAY FOOTBALL AFTER SCHOOL. IT STARTED TO RAIN. THEY DIDN'T FINISH THEIR GAME. *D  | 1300100<br>1300100            |
| THE PATROL BOY WAITED FOR ALL THE CARS TO GO PAST HIS CORNER. THEN HE LET THE CHILDREN CROSS THE STREET. *B   | 1300102<br>1300102            |
| JOHN SHOOK HANDS WITH MR. JONES. HE WAS GLAD TO MEET HIS NEW TEACHER. *A  | 1300103<br>1300103            |
| THE NURSE HANDED THE CHART TO DR. DOIL. *B  | 1300104                       |
| TWO MEN CARRIED THE BRICKS TO THE TRUCK. *B   | 1300105                       |
| PAM'S DOG WAS SICK. HER MOTHER CALLED THE ANIMAL DOCTOR. HE CAME TO THE HOUSE AND GAVE THE DOG A SHOT. SOON, THE DOG WAS MUCH BETTER. *C  | 1300106<br>1300106<br>1300106 |
| AT THE LAST TEAM GAME, TOMMY BROKE HIS LEG SLIDING INTO HOME PLATE. A NURSE AND A DOCTOR TOOK HIM TO THE HOSPITAL. THEY PUT HIS LEG IN A CAST. *C   | 1300107<br>1300107<br>1300107 |
| THREE BOYS WENT TO TRY OUT FOR THE SCHOOL PLAY. THEY ACTED OUT THEIR PARTS. THE BOYS WERE GOOD ACTORS. *A   | 1300108<br>1300108            |
| LINDA WAS HIDING BEHIND THE APPLE TREE IN HER BACK YARD. JOAN AND MARY WERE TRYING TO FIND HER. *D  | 1300109<br>1300109            |
| DAVID WROTE A WORD ON THE BLACKBOARD. THE CLASS HAD TO MIX UP THE LETTERS TO SPELL AS MANY WORDS AS THEY COULD. *D  | 1300110<br>1300110            |

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|   |      |
|---|------|
| THE STUDENT CAN DISTINGUISH SITUATIONS WHICH REFLECT SOCIAL INTERACTIONS AMONG PEOPLE, BY IDENTIFYING GESTURES OR ACTIVITIES WHERE SOCIAL INTERACTIONS OCCUR. *7n | 0022 |
|---|------|

IN EACH PROBLEM, CHOOSE THE ANSWER THAT SHOWS \*INTERACTION\* IS TAKING PLACE. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

- |                           |         |
|---------------------------|---------|
| *A. TALKING WITH NANCY    | 1300122 |
| B. THINKING OF SUMMERTIME | 1300122 |
| C. SLEEPING IN A TENT     | 1300122 |

|  |        |
|--|--------|
| A. LOOKING AT THE TREES  | 130011 |
| B. STANDING IN THE PARK  | 130012 |
| *C. FIGHTING WITH TOM  | 130012 |
|  A. DREAMING OF CANDY | 130012 |
| *B. WAVING TO SAM  | 130012 |
| C. LISTENING TO THE RADIO  | 130012 |
| *A. HELPING AUNT BETTY   | 130012 |
| B. WATCHING A MOVIE  | 130012 |
| C. WALKING TO SCHOOL   | 130012 |
| A. DOING SPELLING HOMEWORK   | 130012 |
| B. BAKING CUPCAKES   | 130012 |
| *C. SHAKING HANDS WITH PAUL  | 130012 |
| A. HOPING FOR SNOW   | 130012 |
| B. RIDING A PONY   | 130012 |
| *C. BUYING A GIFT  | 130012 |
| A. PICKING SOME FLOWERS  | 130012 |
| *B. BRUSHING MARY'S HAIR   | 130012 |
| C. PLAYING THE PIANO   | 130012 |

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GIVEN A SERIES OF SITUATIONS, THE STUDENT CAN SELECT THE SITUATION WHICH IS A SOCIAL INTERACTION AND THEN IDENTIFY THE FORM IT TAKES. 002- %14

READ EACH QUESTION. FIRST, CHOOSE ONE ANSWER THAT SHOWS \*INTERACTION\*. CIRCLE THE LETTER NEXT TO YOUR ANSWER. SECOND, USING THE LIST BELOW, CHOOSE WHAT \*KIND\* OF INTERACTION IS TAKING PLACE. CIRCLE THE LETTER YOU CHOOSE.

- A. INTERACTION THROUGH WORKING
- B. INTERACTION THROUGH PLAYING
- C. INTERACTION THROUGH SPEAKING
- D. INTERACTION THROUGH HELPING
- E. INTERACTION THROUGH GESTURING

|                                      |        |
|--------------------------------------|--------|
| INTERACTION TAKES PLACE WHEN YOU ARE | 130012 |
| A. PAINTING A PICTURE.               | 130012 |
| *B. ANSWERING THE TELEPHONE.         | 130012 |
| C. TYING YOUR SHOES.                 | 130012 |

|  |        |
|--|--------|
| IN THE LIST ABOVE, THIS IS AN EXAMPLE OF | 130013 |
| *A. *C*.                                 | 130013 |
| B. *B*.                                  | 130013 |
| C. *E*.                                  | 130013 |

|                                      |        |
|--------------------------------------|--------|
| INTERACTION TAKES PLACE WHEN YOU ARE | 130013 |
| *A. WRITING A LETTER TO UNCLE BOB.   | 130013 |
| B. BUILDING A BIRDHOUSE.             | 130013 |
| C. SINGING FOUR SONGS.               | 130013 |

|  |        |
|--|--------|
| IN THE LIST ABOVE, THIS IS AN EXAMPLE OF | 130013 |
| A. *B*.                                  | 130013 |
| B. *E*.                                  | 130013 |
| *C. *C*.                                 | 130013 |

|                                      |        |
|--------------------------------------|--------|
| INTERACTION TAKES PLACE WHEN YOU ARE | 130013 |
| A. MAKING A TOY PLANE.               | 130013 |

- B. SMILING IN THE MIRROR.
- \*C. PLAYING A BASEBALL GAME.

1300133  
1300133

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- \*A. \*B\*.
- B. \*C\*.
- C. \*E\*.

1300134  
1300134  
1300134  
1300134

INTERACTION TAKES PLACE WHEN YOU ARE

- A. GOING FOR A WALK.
- \*B. CALLING TOM TO DINNER.
- C. RUNNING DOWN THE STREET.

1300135  
1300135  
1300135  
1300135

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- \*A. \*C\*.
- B. \*A\*.
- C. \*B\*.

1300136  
1300136  
1300136  
1300136

INTERACTION TAKES PLACE WHEN YOU ARE

- \*A. VISITING FRIENDS AFTER SCHOOL.
- B. CATCHING BUTTERFLIES IN THE PARK.
- C. FINDING SEASHELLS AT THE BEACH.

1300137  
1300137  
1300137  
1300137

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- A. \*D\*.
- B. \*A\*.
- \*C. \*B\*.

1300138  
1300138  
1300138  
1300138

INTERACTION TAKES PLACE WHEN YOU ARE

- \*A. ACTING IN A SCHOOL PLAY.
- B. RIDING A BICYCLE.
- C. WASHING YOUR HANDS.

1300139  
1300139  
1300139  
1300139

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- \*A. \*B\*.
- B. \*D\*.
- C. \*E\*.

1300140  
1300140  
1300140  
1300140

INTERACTION TAKES PLACE WHEN YOU ARE

- A. JUMPING OVER THE FENCE.
- B. CLIMBING UP A HILL.
- \*C. SMILING AT THE CLOWN.

1300141  
1300141  
1300141  
1300141

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- A. \*B\*.
- \*B. \*E\*.
- C. \*A\*.

1300142  
1300142  
1300142  
1300142

INTERACTION TAKES PLACE WHEN YOU ARE

- A. THROWING A BALL UP AND DOWN.
- \*B. WAVING AT THE MAILMAN.
- C. FLYING A NEW KITE.

1300143  
1300143  
1300143  
1300143

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

- \*A. \*E\*.
- B. \*D\*.
- C. \*C\*.

1300144  
1300144  
1300144  
1300144

INTERACTION TAKES PLACE WHEN YOU ARE

- \*A. WINNING A RUNNING RACE.
- B. WAVING YOUR HANDS.

1300145  
1300145  
1300145

C. SWINGING ON A SWING.

1300145

IN THE LIST ABOVE, THIS IS AN EXAMPLE OF

1300146

\*A. \*R\*.

1300146

B. \*C\*

1300146

C. \*E\*.

1300146

\*\*\*\*\*

THE STUDENT CAN CORRELATE PEOPLE WITH THE PLACES THEY WOULD PROBABLY INTERACT, BY MATCHING DIFFERENT PEOPLE WITH THE LOCATION OF THEIR RESPECTIVE JOBS. %10

0024

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE PERSON FROM THE LIST, WITH THE PLACE HE WOULD MOST LIKELY WORK.

A. MAYOR

1300157

B. PILOT

1300157

C. WAITER

1300157

D. SECRETARY

1300157

E. MAILMAN

1300157

OFFICE \*D

1300157

AIRPORT \*B

1300158

CITY HALL \*A

1300159

RESTAURANT \*C

1300160

POST OFFICE \*E

1300161

A. FARMER

1300162

B. TELLER

1300162

C. CHIEF

1300162

D. PRINCIPAL

1300162

E. SCIENTIST

1300162

BANK \*B

1300162

FIRE STATION \*C

1300163

LABORATORY \*E

1300164

SCHOOL \*D

1300165

RURAL COMMUNITY \*A

1300166

\*\*\*\*\*

THE STUDENT CAN CORRELATE SPECIFIC OBJECTS USED BY DIFFERENT PEOPLE IN THEIR INTERACTIONS, BY MATCHING A GIVEN LIST OF OBJECTS WITH A GIVEN LIST OF PEOPLE. %10

0025

READ THE LIST OF WORDS BELOW. READ EACH PROBLEM. MATCH THE OBJECT TO THE PERSON THAT WOULD MOST LIKELY USE IT.

A. CHALK

1300167

B. BATON

1300167

C. COMPASS

1300167

D. SCALE

1300167

|                 |         |
|-----------------|---------|
| E. HAMMER       | 1300167 |
| CARPENTER *E    | 1300167 |
| BAND LEADER *B  | 1300168 |
| BOY SCOUT *C    | 1300169 |
| GROCER *D       | 1300170 |
| TEACHER *A      | 1300171 |
| A. HANDCUFFS    | 1300172 |
| B. CAMERA       | 1300172 |
| C. BOWL         | 1300172 |
| D. TELESCOPE    | 1300172 |
| E. X-RAYS       | 1300172 |
| COOK *C         | 1300172 |
| SCIENTIST *D    | 1300173 |
| PHOTOGRAPHER *B | 1300174 |
| DENTIST *E      | 1300175 |
| POLICEMAN *A    | 1300176 |

\*\*\*\*\*

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM "BARTER" BY  
SELECTING SITUATIONS IN WHICH PEOPLE EXCHANGE WHAT THEY HAVE TO  
GET WHAT THEY NEED OR WANT. %2

0046

IF YOU HAVE A KITE YOUR FRIEND LIKES AND YOUR FRIEND HAS A BALL  
YOU LIKE, HOW COULD YOU GET HIS BALL TO KEEP WITHOUT TAKING IT?

1300352  
1300352  
1300352  
1300352  
1300352

- \*A. TRADE YOUR KITE FOR THE BALL
- B. BUY A BALL LIKE HIS
- C. BORROW IT FROM HIM

WHY DO WE USE MONEY TO GET WHAT WE NEED INSTEAD OF EXCHANGING  
THINGS WITH OUR NEIGHBORS?

1300356  
1300356  
1300356  
1300356  
1300356

- \*A. MONEY IS EASIER TO USE
- B. MONEY IS ALL WE HAVE
- C. MONEY IS WORTH MORE THAN ANYTHING WE WOULD TRADE

\*\*\*\*\*

THE STUDENT SHOWS HIS KNOWLEDGE OF THE CONCEPT THAT MORE FREE  
TIME IS A RESULT OF %1 DIVISION OF LABOR AND %2 INCREASED USE  
OF MODERN MACHINES, BY SELECTING A REASON WHY A FAMILY WAS ABLE  
TO FIND TIME FOR LEISURE ACTIVITIES. %3

TEACHER READS ORALLY.

WHILE MOTHER WAS PUTTING THE DISHES IN THE DISHWASHER, FATHER  
MOWED THE GRASS WITH HIS NEW LAWNMOWER. JANE VACUUMED THE DINING  
ROOM. IN JUST 20 MINUTES, THEY WERE READY TO GO TO THE ZOO.

1400342  
1400342  
1400342  
1400342  
1400342

THIS FAMILY HAD LEISURE TIME TO GO TO THE ZOO BECAUSE

- A. THE MACHINES MADE THE WORK FUN. 1400342
- \*B. THE MACHINES MADE THE WORK GO FASTER. 1400342
- C. THE MACHINES MADE THE WORK HARD. 1400342

HANNAH'S FAMILY WANTED TO GO TO A SQUARE DANCE. BUT MANY THINGS NEEDED TO BE DONE. SO THEY ALL DECIDED TO WORK VERY HARD THAT DAY AND PERHAPS THEY WOULD BE ABLE TO GO. FATHER PLOWED THE FIELD, MOTHER MADE BUTTER, SOAP, AND SOUP. JOHN FED ALL THE ANIMALS AND MILKED THE COWS. GRANDMOTHER FINISHED WEAVING THE CLOTH FOR FATHER'S PANTS. FINALLY ALL THE CHORES WERE DONE AND THERE WAS STILL SOME TIME LEFT TO SQUARE DANCE AT THE NEIGHBORS. 1400343

THIS FAMILY HAD SOME LEISURE TIME TO GO TO THE SQUARE DANCE BECAUSE 1400343

- A. THEY WERE A BIG FAMILY. 1400343
- B. THEY LIKED TO WORK HARD. 1400343
- \*C. THEY ALL HELPED AND WORKED HARD. 1400343

IT WAS TIME TO HARVEST THE WHEAT. FATHER CUT THE WHEAT. MOTHER TIED IT INTO BUNDLES TO DRY. SALLY CARRIED FOOD AND WATER TO THE HELPERS IN THE FIELD. WHEN THE WORK WAS DONE THEY SAT IN FRONT OF THE FIRE AND SANG SONGS AND TOLD STORIES. 1400344

THIS FAMILY HAD LEISURE TIME TO SING SONGS AND TELL STORIES BECAUSE 1400344

- A. SHARING THE WORK WAS A LOT OF FUN. 1400344
- \*B. SHARING THE WORK HELPED TO GET IT DONE. 1400344
- C. SHARING THE WORK MADE EVERYONE TIRED. 1400344

\*\*\*\*\*

THE STUDENT SHOWS HIS ABILITY TO TRANSLATE A FAMILIAR ECONOMIC TERM INTO A SITUATION THAT ILLUSTRATES IT BY IDENTIFYING ACTIVITIES OF A CONSUMER AND A PRODUCER. %41 1400205

FIND A PERSON THAT IS CONSUMING SOMETHING. 1400205

- \*A. A BOY DRINKING MILK. 1400205
- B. A GIRL SLEEPING. 1400205
- C. A BABY CRYING. 1400205

FIND A PERSON PRODUCING SOMETHING. 1400206

- A. A MAN WALKING HOME. 1400206
- \*B. A MOTHER COOKING FISH. 1400206
- C. A BOY RIDING A BIKE. 1400206

FIND A FAMILY PRODUCING AND CONSUMING SOMETHING. 1400207

- A. A FAMILY EATING ICE CREAM. 1400207
- B. A FAMILY RIDING IN THE CAR. 1400207
- \*C. A FAMILY PAINTING A DOG HOUSE. 1400207

FIND A FATHER WHO IS PRODUCING. 1400208

- \*A. A FATHER CUTTING GRASS. 1400208
- B. A FATHER SLEEPING. 1400208
- C. A FATHER RIDING A BIKE. 1400208

\*\*\*\*\*

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS \*PRODUCING\* AND \*CONSUMING\* BY IDENTIFYING A SPECIAL ACTIVITY AS TO WHETHER A PERSON IS PRODUCING, CONSUMING, OR BOTH. %14 1400208

|                                  |         |
|----------------------------------|---------|
| A BOY PAINTING A PICTURE.        | 1400363 |
| A. PRODUCING                     | 1400363 |
| B. CONSUMING                     | 1400363 |
| *C. BOTH PRODUCING AND CONSUMING | 1400363 |
| A GIRL EATING DINNER.            | 1400364 |
| A. PRODUCING                     | 1400364 |
| *B. CONSUMING                    | 1400364 |
| C. BOTH PRODUCING AND CONSUMING  | 1400364 |
| A MOTHER DUSTING                 | 1400365 |
| A. PRODUCING                     | 1400365 |
| B. CONSUMING                     | 1400365 |
| *C. BOTH PRODUCING AND CONSUMING | 1400365 |
| A FATHER DRINKING TEA.           | 1400366 |
| A. PRODUCING                     | 1400366 |
| *B. CONSUMING                    | 1400366 |
| C. BOTH PRODUCING AND CONSUMING  | 1400366 |
| A BOY MAILING A LETTER.          | 1400367 |
| *A. PRODUCING                    | 1400367 |
| B. CONSUMING                     | 1400367 |
| C. BOTH PRODUCING AND CONSUMING  | 1400367 |
| A FAMILY RIDING IN A CAR.        | 1400368 |
| A. PRODUCING                     | 1400368 |
| *B. CONSUMING                    | 1400368 |
| C. BOTH PRODUCING AND CONSUMING  | 1400368 |
| A FATHER EATING A HOT DOG.       | 1400369 |
| A. PRODUCING                     | 1400369 |
| *B. CONSUMING                    | 1400369 |
| C. BOTH PRODUCING AND CONSUMING  | 1400369 |
| A MAN BUILDING A BIRD HOUSE.     | 1400370 |
| A. PRODUCING                     | 1400370 |
| B. CONSUMING                     | 1400370 |
| *C. BOTH PRODUCING AND CONSUMING | 1400370 |
| A BOY TAKING OUT TRASH.          | 1400371 |
| *A. PRODUCING                    | 1400371 |
| B. CONSUMING                     | 1400371 |
| C. BOTH PRODUCING AND CONSUMING  | 1400371 |
| A MOTHER BAKING COOKIES.         | 1400372 |
| A. PRODUCING                     | 1400372 |
| B. CONSUMING                     | 1400372 |
| *C. BOTH PRODUCING AND CONSUMING | 1400372 |
| A FRIEND PLAYING BALL            | 1400373 |
| A. PRODUCING                     | 1400373 |
| *B. CONSUMING                    | 1400373 |
| C. BOTH PRODUCING AND CONSUMING  | 1400373 |
| A GIRL JUMPING ROPE              | 1400374 |
| A. PRODUCING                     | 1400374 |
| *B. CONSUMING                    | 1400374 |
| C. BOTH PRODUCING AND CONSUMING  | 1400374 |



|                                  |         |
|----------------------------------|---------|
| A MOTHER FRYING FISH.            | 1400375 |
| . PRODUCING                      | 1400375 |
| B. CONSUMING                     | 1400375 |
| *C. BOTH PRODUCING AND CONSUMING | 1400375 |
| A BOY MAKING A KITE.             | 1400376 |
| A. PRODUCING                     | 1400376 |
| B. CONSUMING                     | 1400376 |
| *C. BOTH PRODUCING AND CONSUMING | 1400376 |

\*\*\*\*\*

THE STUDENT SHOWS A KNOWLEDGE OF THE TERMS \*PRODUCER OF GOODS\* AND \*PRODUCER OF SERVICES\* BY IDENTIFYING EACH EXAMPLE AS BEING A PRODUCER OF GOODS OR SERVICES. % 8 4

|   |         |
|---|---------|
| WHICH PERSON IS A PRODUCER OF SERVICESO | 1400355 |
| A. A MAN BUILDING A BOAT.               | 1400355 |
| *B. A FATHER GIVING HIS BOY A HAIRCUT.  | 1400355 |
| C. A GIRL DRAWING A PICTURE.            | 1400355 |

|                                      |         |
|--------------------------------------|---------|
| WHICH PERSON IS A PRODUCER OF GOODSO | 1400356 |
| A. A BOY MAILING A LETTER.           | 1400356 |
| B. A MAN PUTTING OUT A FIRE.         | 1400356 |
| *C. A MOTHER SEWING A DRESS.         | 1400356 |

|                                      |         |
|--------------------------------------|---------|
| WHICH PERSON IS A PRODUCER OF GOODSO | 1400357 |
| A. A TEACHER TELLING A STORY.        | 1400357 |
| *B. A BOY BUILDING A MODEL.          | 1400357 |
| C. A MOTHER WASHING THE DISHES.      | 1400357 |

|   |         |
|---|---------|
| WHICH PERSON IS A PRODUCER OF SERVICESO | 1400358 |
| *A. A CHILD DRYING THE DISHES.          | 1400358 |
| B. A MAN MAKING A BIRDHOUSE.            | 1400358 |
| C. A GIRL WRITING A STORY.              | 1400358 |

|                                      |         |
|--------------------------------------|---------|
| WHICH PERSON IS A PRODUCER OF GOODSO | 1400359 |
| A. A MOTHER WASHING CLOTHES.         | 1400359 |
| *B. A MOTHER BAKING COOKIES.         | 1400359 |
| C. A MOTHER SWEEPING THE FLOOR.      | 1400359 |

|                                      |         |
|--------------------------------------|---------|
| WHICH PERSON IS A PRODUCER OF GOODSO | 1400360 |
| A. A BOY FLYING A KITE.              | 1400360 |
| B. A BOY DELIVERING PAPERS.          | 1400360 |
| *C. A BOY MAKING A TREE HOUSE.       | 1400360 |

|   |         |
|---|---------|
| WHICH PERSON IS A PRODUCER OF SERVICESO | 1400361 |
| A. A BABY CRYING.                       | 1400361 |
| B. A BAKER MAKING BREAD.                | 1400361 |
| *C. A MAN CUTTING THE GRASS.            | 1400361 |

|   |         |
|---|---------|
| WHICH PERSON IS A PRODUCER OF SERVICESO | 1400362 |
| *A. A FIREMAN PUTTING OUT A FIRE.       | 1400362 |
| B. A MAN TALKING TO A FRIEND.           | 1400362 |
| C. A WOMAN SHOPPING AT A STORE.         | 1400362 |

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## 2. MAP READING

THE STUDENT IS ABLE TO RECALL CARDINAL DIRECTIONS, BY CHOOSING A.

0004



WHICH DIRECTION HE WOULD BE FACING, IF HE WERE STANDING IN THE SUN AT NOON, AND B. WHICH DIRECTIONS HE COULD POINT TO, IF HE WERE FACING NORTH. %5

|   |         |
|---|---------|
| IN WHICH DIRECTION DOES YOUR SHADOW POINT AT NOON IN THE UNITED STATES? | 1300010 |
| *A. NORTH   | 1300010 |
| B. SOUTH  | 1300010 |
| C. EAST   | 1300010 |
| D. WEST   | 1300010 |

|   |         |
|---|---------|
| WHEN YOU FACE TOWARD THE NORTH, THE DIRECTION BEHIND YOU IS | 1300011 |
| *A. SOUTH.  | 1300011 |
| B. EAST.  | 1300011 |
| C. WEST.  | 1300011 |

|  |         |
|--|---------|
| HOW DOES THE SUN TELL DIRECTIONS IN THE NORTHERN HEMISPHERE? | 1300012 |
| A. IT TRAVELS AROUND THE EARTH.                              | 1300012 |
| *B. ITS SHADOWS AT NOONTIME POINT NORTH.                     | 1300012 |
| C. IT CAUSES THE FOUR SEASONS.                               | 1300012 |

|   |         |
|---|---------|
| IF YOU ARE FACING NORTH AND RAISE YOUR RIGHT ARM OUT TO THE SIDE, YOUR ARM WILL BE POINTING | 1300013 |
| A. SOUTH.   | 1300013 |
| *B. EAST.   | 1300013 |
| C. WEST.  | 1300013 |

|  |         |
|--|---------|
| IF YOU ARE FACING NORTH AND RAISE YOUR LEFT ARM OUT TO THE SIDE, YOUR ARM WILL BE POINTING | 1300014 |
| *A. WEST.  | 1300014 |
| B. EAST.   | 1300014 |
| C. SOUTH.  | 1300014 |

\*\*\*\*\*

|  |      |
|--|------|
| THE STUDENT CAN DISTINGUISH AMONG THE CARDINAL DIRECTIONS NORTH, SOUTH, EAST, AND WEST BY IDENTIFYING THEM IN RELATION TO PLACES ON A PICTURE MAP, USING A DIRECTION FINDER AS A GUIDE. HE CAN ALSO DISTINGUISH AMONG THE DIRECTIONS NORTHEAST, SOUTHEAST, NORTHWEST AND SOUTHWEST IN THE SAME MANNER. %12 | 0015 |
|--|------|

USING THE MAP, CHOOSE THE BEST ENDING FOR EACH SENTENCE. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

|                                  |         |
|----------------------------------|---------|
| ONE PLAYGROUND IS ON             | 1300061 |
| *A. THE NORTH SIDE OF PLAY ROAD. | 1300061 |
| B. THE SOUTH SIDE OF PLAY ROAD.  | 1300061 |
| C. THE EAST SIDE OF PLAY ROAD.   | 1300061 |

|                          |         |
|--------------------------|---------|
| CITY HALL IS             | 1300062 |
| A. WEST OF PLAY ROAD.    | 1300062 |
| B. WEST OF LAKE LANE.    | 1300062 |
| *C. WEST OF PARK STREET. | 1300062 |

|                           |         |
|---------------------------|---------|
| THE NEWSPAPER BUILDING IS | 1300063 |
| A. WEST OF THE BANK.      | 1300063 |
| *B. EAST OF PARK STREET.  | 1300063 |
| C. EAST OF COLT LANE.     | 1300063 |

|                              |         |
|------------------------------|---------|
| THE LIBRARY IS ON THE        | 1300064 |
| *A. SOUTH SIDE OF LAKE LANE. | 1300064 |

|                            |         |
|----------------------------|---------|
| B. EAST SIDE OF LAKE LANE. | 1300064 |
| C. WEST SIDE OF LAKE LANE. | 1300064 |

|                          |         |
|--------------------------|---------|
| THE PARKING LOT IS       | 1300065 |
| A. EAST OF PLAY ROAD.    | 1300065 |
| B. SOUTH OF PARK STREET. | 1300065 |
| *C. WEST OF COLT LANE.   | 1300065 |

|                              |         |
|------------------------------|---------|
| ONE PLAYGROUND IS            | 1300066 |
| *A. NORTHEAST OF THE SCHOOL. | 1300066 |
| B. SOUTHEAST OF THE SCHOOL.  | 1300066 |
| C. SOUTHWEST OF THE SCHOOL.  | 1300066 |

|                                |         |
|--------------------------------|---------|
| SOUTHEAST OF THE COURTHOUSE IS | 1300067 |
| A. THE CITY HALL.              | 1300067 |
| B. THE PARKING LOT.            | 1300067 |
| *C. THE BANK.                  | 1300067 |

|                                |         |
|--------------------------------|---------|
| THE POLICE AND FIRE STATION IS | 1300068 |
| A. WEST OF PARK STREET.        | 1300068 |
| *B. NORTH OF PARK STREET.      | 1300068 |
| C. EAST OF PARK STREET.        | 1300068 |

|                               |         |
|-------------------------------|---------|
| ONE STORE IS ON THE           | 1300069 |
| A. NORTH SIDE OF COLT LANE.   | 1300069 |
| B. WEST SIDE OF PARK STREET.  | 1300069 |
| *C. EAST SIDE OF PARK STREET. | 1300069 |

|                              |         |
|------------------------------|---------|
| THE POST OFFICE IS ON THE    | 1300070 |
| *A. NORTH SIDE OF LAKE LANE. | 1300070 |
| B. SOUTH SIDE OF LAKE LANE.  | 1300070 |
| C. WEST SIDE OF LAKE LANE.   | 1300070 |

|                               |         |
|-------------------------------|---------|
| THE OFFICE BUILDING IS ON THE | 1300071 |
| A. NORTH SIDE OF COLT LANE.   | 1300071 |
| B. SOUTH SIDE OF COLT LANE.   | 1300071 |
| *C. WEST SIDE OF COLT LANE.   | 1300071 |

|                                  |         |
|----------------------------------|---------|
| THE POLICE AND FIRE STATION IS   | 1300072 |
| A. NORTHEAST OF THE COURT HOUSE. | 1300072 |
| *B. NORTHWEST OF THE CITY HALL.  | 1300072 |
| C. NORTHEAST OF THE BANK.        | 1300072 |

OUR WORKING WORLD--CITIES AT WORK  
LAWRENCE SENESH--SRA  
259 E. ERIE STREET, CHICAGO, ILLINOIS, 1967

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|  |      |
|--|------|
| THE STUDENT IS ABLE TO DISTINGUISH AMONG THE DIRECTIONS NORTH,<br>SOUTH, EAST, AND WEST, BY IDENTIFYING THEM AS FOLLOWS--A. IN<br>RELATION TO HIMSELF, B. IN RELATION TO PLACES AND OBJECTS, AND C.<br>ON A MAP. %5n | 0030 |
|--|------|

READ EACH QUESTION. CIRCLE \*THE LETTER\* WHICH SHOWS THE \*BEST\*

|  |         |
|--|---------|
| WHEN YOU ARE LOOKING NORTH, WHAT DIRECTION IS BEHIND YOU | 1300215 |
| A. EAST  | 1300215 |
| *B. SOUTH  | 1300215 |
| C. WEST  | 1300215 |

YOU CAN TELL WHICH DIRECTION IS NORTH ON A HIGHWAY MAP OF THE UNITED STATES.

- A. BY LOOKING UP, OVER YOUR HEAD.
- \*B. BY USING THE MAP COMPASS.
- C. BY FINDING TEXAS.

1300216  
1300216  
1300216  
1300216  
1300216

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS TO YOUR RIGHT

- \*A. EAST
- B. WEST
- C. SOUTH

1300217  
1300217  
1300217  
1300217

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS TO YOUR LEFT

- A. EAST
- \*B. WEST
- C. SOUTH

1300218  
1300218  
1300218  
1300218

IF YOU ARE LOOKING NORTH, WHAT DIRECTION IS BEHIND YOU

- A. EAST
- B. WEST
- \*C. SOUTH

1300219  
1300219  
1300219  
1300219

READ EACH QUESTION. CIRCLE \*THE LETTER\* WHICH SHOWS THE \*BEST\* ANSWER TO THE QUESTION. CHOOSE \*ONE\* ANSWER FOR EACH QUESTION.

USING THE ARROWS BELOW, ANSWER THE FOLLOWING QUESTIONS. %4

IF SOUTH IS BEHIND YOU, YOU ARE FACING

- \*A. NORTH.
- B. EAST.
- C. WEST.

1300234  
1300234  
1300234  
1300234

IF WEST IS ON YOUR RIGHT, YOU ARE FACING

- \*A. SOUTH.
- B. NORTH.
- C. EAST.

1300235  
1300235  
1300235  
1300235

IF NORTH IS ON YOUR LEFT YOU ARE FACING

- \*A. EAST.
- B. EAST.
- C. SOUTH.

1300236  
1300236  
1300236  
1300236

IF WEST IS ON YOUR LEFT, YOU ARE FACING

- A. SOUTH.
- B. EAST.
- \*C. NORTH.

1300237  
1300237  
1300237  
1300237

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE DIRECTIONS BY DETERMINING DIRECTIONS ON A PICTURE MAP, GIVEN THE SYMBOLS \*N\* FOR NORTH, \*S\* FOR SOUTH, \*E\* FOR EAST, AND \*W\* FOR WEST. %6

0006

USING THE MAP OF PLEASANTVILLE ZOO, ANSWER THE FOLLOWING QUESTIONS.

WHICH SIDE OF THE ZOO IS THE MONKEY ISLAND NEAR

- A. SOUTHSIDE
- \*B. EASTSIDE
- C. NORTHSIDE

1300024  
1300024  
1300024  
1300024

AFTER GETTING ICE CREAM AT THE SNACK BAR, YOU WANT TO VISIT THE

1300025

|  |         |
|--|---------|
| BIRD HOUSE. THE SHORTEST PATH WOULD BE | 1300025 |
| *A. TO THE WEST SIDE.                  | 1300025 |
| B. TO THE SOUTH SIDE.                  | 1300025 |
| C. TO THE NORTHWEST SIDE.              | 1300025 |

|   |         |
|---|---------|
| <b>I</b> AFTER LOOKING AT THE BIRDS, WHAT DIRECTION WOULD YOU WALK TO | 1300026 |
| LEAVE THE ZOO   | 1300026 |
| A. EAST   | 1300026 |
| *B. SOUTH   | 1300026 |
| C. SOUTHEAST  | 1300026 |

|   |         |
|---|---------|
| IS THE SNACK BAR NORTH OR SOUTH OF THE BIRD HOUSE | 1300027 |
| *A. NORTH   | 1300027 |
| B. SOUTH  | 1300027 |

|   |         |
|---|---------|
| IN WHAT DIRECTION DO YOU GO FROM THE BIRD HOUSE TO THE MONKEY | 1300028 |
| ISLAND  | 1300028 |
| A. SOUTH  | 1300028 |
| B. NORTH  | 1300028 |
| *C. EAST  | 1300028 |

|   |         |
|---|---------|
| WHAT IS THE BUILDING NORTH OF MONKEY ISLAND | 1300029 |
| A. LION HOUSE                               | 1300029 |
| B. BIRD HOUSE                               | 1300029 |
| *C. SNACK BAR                               | 1300029 |

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|   |      |
|---|------|
| THE STUDENT IS ABLE TO RECALL BODIES OF WATER BORDERING THE   | 0011 |
| UNITED STATES BY INDICATING THE LOCATION AND DIRECTION OF THE |      |
| BODIES OF WATER, WITHOUT USING A MAP. %4                      |      |

|   |         |
|---|---------|
| THE BODY OF WATER NEAR THE WEST COAST OF THE UNITED STATES IS | 1300048 |
| CALLED  | 1300048 |
| A. THE GULF OF MEXICO.  | 1300048 |
| B. THE ATLANTIC OCEAN.  | 1300048 |
| *C. THE PACIFIC OCEAN.  | 1300048 |

|   |         |
|---|---------|
| THE BODY OF WATER NEAR THE EAST COAST OF THE UNITED STATES IS | 1300049 |
| CALLED  | 1300049 |
| A. THE PACIFIC OCEAN.   | 1300049 |
| B. THE GREAT LAKES.   | 1300049 |
| *C. THE ATLANTIC OCEAN.                                       | 1300049 |

|  |         |
|--|---------|
| THE GREAT LAKES ARE IN THE               | 1300050 |
| *A. NORTHEAST PART OF THE UNITED STATES. | 1300050 |
| B. SOUTHEAST PART OF THE UNITED STATES.  | 1300050 |
| C. NORTHWEST PART OF THE UNITED STATES.  | 1300050 |

|   |         |
|---|---------|
| THE PACIFIC OCEAN IS FOUND NEAR THE UNITED STATES | 1300051 |
| A. ON THE EAST COAST.                             | 1300051 |
| *B. ON THE WEST COAST.                            | 1300051 |
| C. ON THE SOUTH COAST.                            | 1300051 |

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|  |      |
|--|------|
| GIVEN A SPECIFIC CHARACTERISTIC OF SHAPE, SIZE, OR LOCATION, THE | 0013 |
| STUDENT CAN RECALL CONTINENTS BY IDENTIFYING THE CONTINENTS      |      |
| DESCRIBED. %5  |      |

|                                   |         |
|-----------------------------------|---------|
| THE LARGEST CONTINENT ON EARTH IS | 1300053 |
|-----------------------------------|---------|

|   |         |
|---|---------|
| *A. ASIA.   | 1300053 |
| B. AFRICA.  | 1300053 |
| C. AUSTRALIA.   | 1300053 |
| THE CONTINENT WHICH IS AN ISLAND IS CALLED                      | 1300054 |
| A. SOUTH AMERICA.   | 1300054 |
| B. AFRICA.  | 1300054 |
| *C. AUSTRALIA.  | 1300054 |
| THE TWO CONTINENTS WHICH ARE PART OF ONE LARGE BODY OF LAND ARE | 1300055 |
| *A. EUROPE - ASIA.  | 1300055 |
| B. AFRICA - AUSTRALIA.  | 1300055 |
| C. NORTH AMERICA - CENTRAL AMERICA.                             | 1300055 |
| THE CONTINENT NEAR THE SOUTH POLE IS CALLED                     | 1300056 |
| *A. ANTARCTICA.   | 1300056 |
| B. AUSTRALIA.   | 1300056 |
| C. AFRICA.  | 1300056 |
| ONE OF THE COUNTRIES IN THE CONTINENT OF NORTH AMERICA IS       | 1300057 |
| A. NEW MEXICO.  | 1300057 |
| B. ALASKA.  | 1300057 |
| *C. THE UNITED STATES.  | 1300057 |

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THE STUDENT IS ABLE TO DISTINGUISH BETWEEN THE ADVANTAGES OF USING A MAP OR A GLOBE, BY SELECTING REASONS WHICH ILLUSTRATE WHY ONE WOULD BE BETTER TO USE THAN THE OTHER. %3d 0014

|  |         |
|--|---------|
| GLOBES SHOW THE SHAPE OF THE EARTH BETTER THAN MAPS, BECAUSE | 1300058 |
| A. GLOBES ARE LARGER THAN MAPS.                              | 1300058 |
| B. GLOBES SPIN AROUND.                                       | 1300058 |
| *C. GLOBES ARE SHAPED LIKE A BALL.                           | 1300058 |

|  |         |
|--|---------|
| MAPS ARE MORE HELPFUL THAN GLOBES IN           | 1300059 |
| *A. SHOWING USEFUL FACTS ABOUT OUR WORLD.      | 1300059 |
| B. SHOWING PARTS OF OUR EARTH ON PAPER.        | 1300059 |
| C. SHOWING WHAT CAUSES DAY AND NIGHT ON EARTH. | 1300059 |

|  |         |
|--|---------|
| A MAP IS A DRAWING OF A PLACE. A MAP CAN SHOW A LARGE PLACE OR A SMALL PLACE. WHAT KIND OF MAP WOULD SHOW THE WHOLE EARTH? | 1300060 |
| *A. GLOBE  | 1300060 |
| B. FLOOR PLAN  | 1300060 |
| C. STREET MAP  | 1300060 |

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### 3. PRINCIPLES OF GEOGRAPHY

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE EARTH'S RELATIONSHIP TO THE SUN BY IDENTIFYING THE CAUSES OF DAY AND NIGHT. %2d 0003

|   |         |
|---|---------|
| AS THE EARTH SPINS, THE PART FACING THE SUN | 1300006 |
| *A. HAS DAYLIGHT.                           | 1300006 |
| B. HAS SUMMERTIME.                          | 1300006 |
| C. HAS LONGER DAYS.                         | 1300006 |

|  |         |
|--|---------|
| AS THE EARTH SPINS, THE PART AWAY FROM THE SUN | 1300007 |
| *A. HAS NIGHTTIME.                             | 1300007 |

B. HAS WINTER TIME.  
C. HAS SHORTER DAYS.

1300001  
1300007

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THE STUDENT CAN IDENTIFY EQUIPMENT USED IN LARGE MODERN FARMING OPERATIONS BY SELECTING THEM FROM A GIVEN LIST. %1

0032

CIRCLE THE LETTER WHICH ANSWERS THE QUESTION CORRECTLY. CHOOSE ONE ANSWER.

WHICH LIST OF THINGS IS NEEDED TO RUN A BIG FARM TODAY?

1300238

\*A. TRACTOR, HAY BALER, TRUCK

1300238

B. RAKE, WHEEL BARREL, PITCH FORK

1300238

C. SHOVEL, HORSE, MILKING MACHINE

1300238

\*\*\*\*\*

GIVEN SITUATIONS, THE STUDENT CAN APPLY KNOWLEDGE OF THE FAVORABLE CONDITIONS NECESSARY FOR THE FORMATION OF A SETTLEMENT, BY SELECTING WHICH LOCATIONAL FACTOR, %TOPOGRAPHY, LOCATION, CLIMATE OR NATURAL RESOURCES, COULD AID OR DETER GROWTH OF A SETTLEMENT. %2

0026

READ EACH STORY. NEXT, READ THE QUESTIONS ABOUT THE STORY. CHOOSE ONE ANSWER FOR EACH QUESTION. CIRCLE THE LETTER NEXT TO YOUR ANSWER.

DR. EDWARDS WAS LEADING A GROUP OF TEN PEOPLE THROUGH A JUNGLE. THEY WERE LOOKING FOR THE BEST LAND TO BUILD HUTS. THEY WANTED TO START A HOSPITAL.

1300177

1300177

1300177

1300177

1300177

WHERE WOULD BE THE BEST SPOT FOR THE HOSPITAL?

A. ON A HILL

1300177

\*B. NEAR A RIVER

1300177

C. IN THE SHADE

1300177

D. IN THE SUN

1300177

WHAT WOULD MAKE TRAVEL TO THE HOSPITAL VERY HARD?

1300178

A. CLIMATE OF THE JUNGLE

1300178

B. NATURAL RESOURCES IN THE JUNGLE

1300178

\*C. TOPOGRAPHY OF THE JUNGLE

1300178

D. VALLEYS IN THE JUNGLE

1300178

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THE STUDENT CAN COMPREHEND THE CAUSES FOR THE DIFFERENCES IN A PARTICULAR TERRAIN AMONG CULTURES HE HAS STUDIED BY IDENTIFYING A REASON WHY A PARTICULAR TERRAIN CANNOT BE USED FOR FARMING BY A PARTICULAR CULTURE %BUSHMAN AND ESKIMO. %2

THE BUSHMAN HAS TO SPEND ALL HIS TIME LOOKING FOR FOOD. WHY DOESN'T HE RAISE PLANTS?

1400215

1400215

\*A. THE BUSHMAN DOES NOT LIVE WHERE PLANTS WILL GROW.

1400215

B. THE BUSHMAN DOES NOT WANT TO EAT ANYTHING BUT MEAT.

1400215

C. THE BUSHMAN DOES NOT WANT TO RAISE PLANTS.

1400215



WHY DOESN'T THE ESKIMO RAISE PLANTS INSTEAD OF HUNTING FOR HIS FOOD?

1400216

1400216

A. IT IS TOO HOT TO RAISE PLANTS.

1400216

\*B. IT IS TOO COLD TO RAISE PLANTS.

1400216

C. IT RAINS TOO MUCH TO RAISE PLANTS.

1400216

THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF HIS OWN AND THE POLAR REGION SEASON CYCLE BY CORRECTLY SELECTING THE REGIONS DESCRIBED. %37 0037

I AM GOING TO TELL YOU ABOUT SOMEONE. AFTER I AM FINISHED YOU TELL ME WHERE YOU THINK THIS PERSON LIVES. THIS BOY LIVES IN A HOUSE. IN THE SUMMER HE PLAYS OUT FROM EARLY MORNING UNTIL LATE IN THE EVENING. IN THE FALL, THE DAYS GET SHORTER AND BY WINTER IT IS DARK IN THE AFTERNOON. HOWEVER, IN SPRING THE DAYS GROW LONGER AGAIN AND HE CAN PLAY OUTSIDE FOR A LONG TIME AGAIN. WHERE DOES THIS BOY LIVE?  
 \*A. ILLINOIS  
 B. NORTH POLE  
 C. GREENLAND

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED, YOU SHOULD KNOW WHERE THIS PLACE IS. EXPLORERS HAVE BEEN HERE AND KNOW THAT IT IS DARK FOR A LONG TIME. IT IS ALWAYS ICY AND COLD AND NO ONE HAS BEEN ABLE TO LIVE THERE FOR ANY LENGTH OF TIME. WHERE IS THIS PLACE?  
 A. NORTH POLE  
 B. AFRICA  
 \*C. SOUTH POLE

I AM GOING TO TELL YOU ABOUT A PLACE. WHEN I AM FINISHED, YOU SHOULD KNOW WHERE THIS PLACE IS. THERE ARE NO TREES, BUSHES, OR PLANTS HERE. THE NIGHTS LAST FOR A LONG TIME AND THE DAYS JUST HAPPEN IN THE WARM SEASON THAT IS VERY SHORT. PEOPLE LIVE HERE AND THEY LIVE BY HUNTING SEALS, FISH, BEAR AND CARIBOU. WHERE IS IT?  
 A. CANADA  
 \*B. NORTH POLE AREA  
 C. SOUTH POLE

\*\*\*\*\*

#### 4. LIVING IN COMMUNITIES

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN URBAN AND RURAL COMMUNITIES BY CHOOSING FROM A LIST SOMETHING REPRESENTATIONAL OF AN URBAN COMMUNITY RATHER THAN A RURAL COMMUNITY. %10 0002

WHICH ONE OF THESE THINGS WOULD YOU MORE LIKELY SEE IN THE CITY THAN THE COUNTRY?  
 \*A. HEAVY TRAFFIC  
 B. TELEPHONE POLES  
 C. BILLBOARDS

\*\*\*\*\*

THE STUDENT CAN DIFFERENTIATE BETWEEN THE CHARACTERISTICS OF A RURAL COMMUNITY AND AN URBAN COMMUNITY BY SELECTING HOW EACH COMMUNITY MEETS ITS NEEDS. %20 0010

JOHNNY HALL LIVES IN AN APARTMENT BUILDING. ERIC LIVES ON A FARM. WHAT IS THE MOST IMPORTANT WAY IN WHICH JOHNNY'S NEIGHBORHOOD IS DIFFERENT THAN ERIC'S FARM COMMUNITY?  
 1300045  
 1300045  
 1300045



- A. JOHNNY LIVES IN A CITY NEIGHBORHOOD. 110000  
 \*B. PEOPLE IN CITIES LIVE CLOSER TOGETHER. 1300045  
 C. WHERE FRIC LIVES, THERE AREN'T MANY BUILDINGS. 1300045

WHICH LIST SHOWS WHAT KINDS OF THINGS YOU FIND ON A FREIGHT 1300047  
 TRAIN LEAVING A BIG CITYO 1300047  
 \*A. TOOLS, CLOTHING, FURNITURE, COAL 1300047  
 B. MEAT, CORN, VETETABLES, WHEAT 1300047  
 C. COWS, MILK, LUMBER, CARS 1300047

\*\*\*\*\*

THE STUDENT CAN IDENTIFY SOME OF THE CHARACTERISTICS OF RURAL 0033  
 AND URBAN COMMUNITIFS, WHICH ARE DEPENDENT UPON SIZE AND DEPLOYMENT  
 OF POPULATION. %10

THE BROWNS LIVE IN A TOWN WITH 30 OTHER FAMILIES. WHY DO THE 1300239  
 BROWNS KNOW ALL OF THEIR NEIGHRORSO 1300239  
 A. IN SMALL TOWNS, LOTS OF PEOPLE HAVE CARS. 1300239  
 \*B. THE TOWN IS VERY SMALL. 1300239  
 C. THE TOWN IS CALLED FRIENDLYVILLE. 1300239

\*\*\*\*\*

THE STUDENT CAN APPLY THE NEED FOR THE INTERDEPENDENCE OF MAN IN 0034  
 A RURAL COMMUNITY BY REALIZING HOW THE FARMER RELIES ON HIS  
 COMMUNITY HELPERS, IN A GIVEN SITUATION. %10

MR. PETERSON LIVES ON A FARM. HE GOFS INTO TOWN TO SELL HIS 1300240  
 CROPS, AND BUY WHAT HIS FAMILY NEEDS. HIS FAMILY NEEDS SOAP, 1300240  
 COMBS, BANDAIDS, MEDICINE, AND TOOTHPASTE. WHAT STORE IS MR. 1300240  
 PETERSON GOING TO VISITO 1300240  
 A. SUPERMARKET 1300240  
 \*B. DRUGSTORE 1300240  
 C. GROCERY STORE 1300240

\*\*\*\*\*

THE CHILD WILL SHOW THAT HF UNDERSTANDS THAT LAWS REFLECT CULTURAL 0047  
 NEEDS BY SELECTING THE LAW THAT WOULD BE APPROPRIATE TO A SPECIFIC  
 CULTURE'S NEED. %10

THERE ARE THREE LAWS BELOW. WHICH LAW WOULD NOT BE IMPORTANT. 1300360  
 TO AN ESKIMOO 1300360  
 A. YOU MUST NOT STEAL ANOTHER MAN'S DOG. 1300360  
 B. YOU MUST NOT TAKE A SEAL FROM ANOTHER MAN'S SEAL HOLE. 1300360  
 \*C. YOU MUST NOT DRIVE MORE THAN 35 MPH ON A CITY STREET. 1300360

\*\*\*\*\*

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY THE DIFFERENT 0050  
 BUSINESS FIRMS WITHIN THE MAIN SHOPPING AND BUSINESS AREA OF A  
 COMMUNITY, BY MATCHING THE STORE OR BUSINESS TO THE JOB IT DOES  
 OR SERVICE IT RENDERS. %10

MATCH THE STORE OR BUSINESS TO THE JOB IT DOES OR SERVICE IT 1300401  
 GIVES. 1300401  
 A. HANDLES MAIL 1300401  
 B. SELLS FOOD 1300401  
 C. WORKS ON CARS 1300401  
 D. SELLS TOOLS 1300401



|                      |         |
|----------------------|---------|
| F. SELLS MEDICINE    | 1300401 |
| GROCERY STORE *B     | 1300401 |
| GASOLINE STATION *C  | 1300402 |
| DRUG STORE *E        | 1300403 |
| POST OFFICE *A       | 1300404 |
| HARDWARE STORE *D    | 1300405 |
| A. SELLS CLOTHING    | 1300406 |
| B. SHOWS MOVIES      | 1300406 |
| C. SERVES FOOD       | 1300406 |
| D. MAKES BAKED GOODS | 1300406 |
| F. HANDLES MONEY     | 1300406 |
| BANK *E              | 1300406 |
| THEATER *B           | 1300407 |
| BAKERY *D            | 1300408 |
| DRESS SHOP *A        | 1300409 |
| RESTAURANT *C        | 1300410 |

\*\*\*\*\*

A STUDENT CAN RECALL THE DIFFERENT SERVICES RENDERED BY DIFFERENT BUSINESSES, BY CHOOSING IN WHICH STORE OR BUSINESS HE MAY GET WHAT IS NEEDED. %4n 0051 )

FATHER HAS A FLAT TIRE. TO WHICH OF THE FOLLOWING MIGHT HE GO TO HAVE IT FIXED 1300411

|                      |         |
|----------------------|---------|
| A. HARDWARE STORE    | 1300411 |
| B. SHOE STORE        | 1300411 |
| *C. GASOLINE STATION | 1300411 |
| D. BUS DEPOT         | 1300411 |
| E. RAILROAD STATION  | 1300411 |

IT IS RAINING. YOUR FEET ARE GETTING WET. IN WHICH OF THE FOLLOWING STORES COULD YOU GET WHAT YOU NEED 1300412

|                   |         |
|-------------------|---------|
| A. HARDWARE STORE | 1300412 |
| B. BAKERY         | 1300412 |
| C. DRUG STORE     | 1300412 |
| D. TOY STORE      | 1300412 |
| *E. SHOE STORE    | 1300412 |

I WANT TO BUILD A HOUSE. IN WHICH OF THE FOLLOWING COULD I GET THE THINGS I NEED 1300413

|                     |         |
|---------------------|---------|
| A. GASOLINE STATION | 1300413 |
| *B. HARDWARE STORE  | 1300413 |
| C. GROCERY STORE    | 1300413 |
| D. BAKERY           | 1300413 |
| F. POST OFFICE      | 1300413 |

IF YOU ARE SICK, YOUR MOTHER WILL GET SOMETHING TO MAKE YOU WELL. IN WHICH OF THE FOLLOWING STORES CAN YOUR MOTHER GET WHAT YOU NEED 1300414

|                   |        |
|-------------------|--------|
| A. CLOTHING STORE | 130041 |
| B. GROCERY STORE  | 130041 |
| C. CANDY STORE    | 130041 |
| D. DRUG STORE     | 130041 |
| E. BAKERY         | 130041 |

\*\*\*\*\*

THE STUDENT CAN DIFFERENTIATE BETWEEN COMMUNITY HELPERS AND BUSINESSES THAT PROVIDE GOODS AND THOSE THAT PROVIDE SERVICES BY MATCHING GIVEN PEOPLE AND BUSINESSES TO EITHER FUNCTION, OR BOTH, IN A GIVEN LIST. %16 002

READ THE LIST BELOW. READ EACH QUESTION. THINK WHAT EACH PERSON'S JOB OR BUSINESS \*DOES\* FOR THE COMMUNITY. YOU MAY USE THE SAME LETTER MORE THAN ONCE.

|                                   |        |
|-----------------------------------|--------|
| A. PEOPLE THAT PROVIDE *GOODS*.   | 130018 |
| B. PEOPLE THAT PROVIDE *SERVICE*. | 130018 |
| C. PEOPLE THAT PROVIDE *BOTH*.    | 130018 |

|                 |        |
|-----------------|--------|
| A DRESSMAKER *C | 130018 |
|-----------------|--------|

|                          |        |
|--------------------------|--------|
| A CONSTRUCTION WORKER *A | 130018 |
|--------------------------|--------|

|                            |        |
|----------------------------|--------|
| A CLOTHING MANUFACTURER *A | 130018 |
|----------------------------|--------|

|              |        |
|--------------|--------|
| A TEACHER *B | 130018 |
|--------------|--------|

|              |        |
|--------------|--------|
| A FIREMAN *B | 130018 |
|--------------|--------|

|              |        |
|--------------|--------|
| AN ARTIST *A | 130018 |
|--------------|--------|

|             |        |
|-------------|--------|
| A FARMER *C | 130018 |
|-------------|--------|

|              |        |
|--------------|--------|
| A MAILMAN *B | 130018 |
|--------------|--------|

|                                      |        |
|--------------------------------------|--------|
| A. BUSINESSES WHICH PROVIDE *GOODS*. | 130018 |
|--------------------------------------|--------|

|   |        |
|---|--------|
| B. BUSINESSES WHICH PROVIDE *SERVICES*. | 130018 |
|---|--------|

|                                     |        |
|-------------------------------------|--------|
| C. BUSINESSES WHICH PROVIDE *BOTH*. | 130018 |
|-------------------------------------|--------|

|                       |        |
|-----------------------|--------|
| NEWSPAPER DELIVERY *B | 130018 |
|-----------------------|--------|

|                   |        |
|-------------------|--------|
| COOKIE FACTORY *A | 130018 |
|-------------------|--------|

|                |        |
|----------------|--------|
| RESTAURANTS *B | 130018 |
|----------------|--------|

|                       |        |
|-----------------------|--------|
| AUTOMOBILE FACTORY *A | 130018 |
|-----------------------|--------|

|             |        |
|-------------|--------|
| AIRLINES *B | 130018 |
|-------------|--------|

|                      |        |
|----------------------|--------|
| RENT-A-CAR AGENCY *B | 130018 |
|----------------------|--------|

|           |        |
|-----------|--------|
| BAKERY *C | 130018 |
|-----------|--------|

|                 |        |
|-----------------|--------|
| SHOE FACTORY *A | 130018 |
|-----------------|--------|

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THE STUDENT SHOWS A KNOWLEDGE OF THE CONCEPT THAT SOME SPECIALISTS PRODUCE GOODS AND SOME PRODUCE SERVICES BY IDENTIFYING A

SOCIALIST AS BEING A PRODUCER OF EITHER GOODS OR SERVICES. %10=

TEACHER DIRECTIONS--ANSWER EACH QUESTION BELOW BY DRAWING A CIRCLE AROUND YES OR NO.

DOES A FIREMAN PRODUCE SERVICES0

1400319

\*A. YES

1400319

B. NO

1400319

DOES A DOCTOR PRODUCE GOODS0

1400320

A. YES

1400320

\*B. NO

1400320

DOES A TEACHER PRODUCE GOODS0

1400321

A. YES

1400321

\*B. NO

1400321

DOES A MAILMAN PRODUCE SERVICES0

1400322

\*A. YES

1400322

B. NO

1400322

DOES A PILOT PRODUCE GOODS0

1400323

A. YES

1400323

\*B. NO

1400323

DOES A BAKER PRODUCE GOODS0

1400324

\*A. YES

1400324

B. NO

1400324

DOES A NURSE PRODUCE GOODS0

1400325

A. YES

1400325

\*B. NO

1400325

DOES A FARMER PRODUCE GOODS0

1400326

\*A. YES

1400326

B. NO

1400326

DOES A TOY MAKER PRODUCE SERVICES0

1400327

A. YES

1400327

\*B. NO

1400327

DOES A BARBER PRODUCE SERVICES0

1400328

\*A. YES

1400328

B. NO

1400328

\*\*\*\*\*

THE STUDENT CAN DISTINGUISH THE CAUSES AND RESULTS FOR THE FOLLOWING DEVELOPMENTS BY SELECTING THE CAUSE AND EFFECT FOR EACH GIVEN SITUATION. %8=

0028

A. MOVEMENT TOWARD SUBURBAN LIVING

B. DEVELOPMENT OF RAILROAD TRANSPORTATION

C. DEVELOPMENT OF WATER TRANSPORTATION

D. DEVELOPMENT OF MANUFACTURING PROCESS IN CHICAGO

YOU WILL BE GIVEN A SENTENCE. READ THE SENTENCE CAREFULLY. IN THE FIRST QUESTION, YOU ARE TO CHOOSE \*ONE CAUSE\*. THE \*CAUSE\* WILL TELL \*WHY\* THE GIVEN EVENT HAPPENED. IN THE SECOND QUESTION, YOU ARE TO CHOOSE \*ONE RESULT\*. THE \*RESULT\* SHOWS \*WHAT\* HAPPENED\* AFTER THE GIVEN EVENT TOOK PLACE.

|  |        |
|--|--------|
| *GIVEN EVENT*--MORE PEOPLE ARE MOVING OUT OF LARGE CITIES TO LIVE IN THE SUBURBS.    | 130020 |
|  | 130020 |
|  | 130020 |
| *CAUSE*--IN THE SUBURBS,   | 130020 |
| A. THERE ARE MORE JOBS TO DO.  | 130020 |
| B. IT'S EASIER TO GO TO SCHOOL.  | 130020 |
| *C. IT'S LESS CROWDED AND MORE QUIET.  | 130020 |
| D. IT'S EASIER TO MAKE FRIENDS.  | 130020 |
|  |        |
| *RESULT*--IN THE SUBURBS,  | 130020 |
| A. THERE ARE FEWER CAR ACCIDENTS.  | 130020 |
| *B. COST OF LAND FOR HOMES IS GOING UP.  | 130020 |
| C. THERE IS MORE TIME TO PLAY.   | 130020 |
| D. THERE ARE MORE CLUBS TO JOIN.   | 130020 |
|  |        |
| *GIVEN EVENT*--IN THE 1840'S, RAILROAD TRANSPORTATION BEGAN IN MIDWEST.              | 130020 |
|  | 130020 |
|  | 130020 |
| *CAUSE*--  | 130020 |
| A. FARMERS SOLD THEIR CROPS IN THE CITY.   | 130020 |
| B. TRAINS HAD DIFFERENT CARS FOR PRODUCTS.   | 130020 |
| *C. CARGO COULD TRAVEL FASTER BY LAND THAN WATER.                                    | 130020 |
| D. THE ILLINOIS-MICHIGAN CANAL WAS BUILT.  | 130020 |
|  |        |
| *RESULTS*--  | 130020 |
| A. PEOPLE TRAVELED BY BOAT AND PLANE.  | 130020 |
| *B. CHICAGO BECAME A RAILROAD CENTER.  | 130020 |
| C. GOOD ROADS WERE NOT NEEDED.   | 130020 |
| D. MC CORMICK BUILT A FACTORY IN CHICAGO.  | 130020 |
|  |        |
| *GIVEN EVENT*--IN THE 1820'S, WATER TRANSPORTATION BECAME VERY IMPORTANT IN CHICAGO. | 130020 |
|  | 130020 |
|  | 130020 |
| *CAUSE*--  | 130020 |
| A. GOODS TRAVELED FASTER BY BOAT THAN TRUCK.   | 130020 |
| B. CHICAGO WAS AN IMPORTANT RAILROAD CENTER.   | 130020 |
| *C. MANY PEOPLE WANTED TO SAIL.  | 130020 |
| D. THE ERIE CANAL WAS BUILT.   | 130020 |
|  |        |
| *RESULT*--   | 130020 |
| A. FORT DEARBORN WAS REBUILT.  | 130020 |
| B. PEOPLE WERE VERY FRIENDLY.  | 130020 |
| C. MORE CITIES TRADED GOODS.   | 130020 |
| *D. ILLINOIS BECAME A STATE.   | 130020 |
|  |        |
| *GIVEN EVENT*--IN THE 1850'S, MANY FACTORIES WERE BUILT IN CHICAGO.                  | 130020 |
|  | 130020 |
|  | 130020 |
| *CAUSE*--  | 130020 |
| *A. BUSINESSMEN HAD MONEY TO PAY FOR LAND, MACHINES AND WORKERS.                     | 130020 |
| B. MC CORMICK BUILT A REAPER FACTORY.  | 130020 |
| C. THE POPULATION OF CHICAGO WAS TOO SMALL.  | 130020 |
| D. THE FARMERS DIDN'T GROW ENOUGH CROPS.   | 130020 |
|  |        |
| *RESULT*--   | 130020 |
| A. PEOPLE DIDN'T BUY NEW PRODUCTS.   | 130020 |
| B. MORE CHILDREN WENT TO SCHOOL.   | 130020 |
| *C. MORE GOODS WERE MADE IN LESS TIME.   | 130020 |
| D. IT TOOK LONGER TO MAKE MORE GOODS.  | 130020 |

\*\*\*\*\*

THE CHILD WILL DEMONSTRATE HIS RECOGNITION OF THE FUNDAMENTAL OR BASIC NEEDS OF PEOPLE BY SELECTING THEM IN GIVEN SITUATIONS. %4

0036

PRETEND THAT YOU ARE GOING TO BE ONE OF THE ASTRONAUTS. WHICH OF THESE THINGS WOULD YOU BE ABLE TO LIVE WITHOUT

- A. WATER
- B. FOOD
- C. SPACE CAPSULE
- D. AIR
- \*E. BOOK

1300245  
1300245  
1300245  
1300245  
1300245  
1300245

YOU ARE GOING ON A TRIP ACROSS THE DESERT. YOU HAVE ONLY ONE CAMEL TO CARRY YOUR LOAD SO YOU CAN \*ONLY\* TAKE THE MOST IMPORTANT THINGS. WHICH OF THESE THINGS WOULD YOU LEAVE BEHIND

- A. WATER
- \*B. SWEATER
- C. PROTECTIVE HAT
- D. TENT
- E. FOOD

1300246  
1300246  
1300246  
1300246  
1300246  
1300246

YOU ARE GOING ON AN EXPEDITION TO THE NORTH POLE. YOU HAVE TO PACK CAREFULLY AS YOU WILL ONLY HAVE TWO DOGS AND ONE SLED TO CARRY WHAT YOU NEED. MARK THE THING THAT YOU COULD LIVE WITHOUT AFTER YOU GET TO THE POLE.

- A. HEAVY COAT
- \*B. MONEY
- C. BOOTS
- D. FOOD
- E. KNIFE

1300247  
1300247  
1300247  
1300247  
1300247  
1300247

EVERYONE IN THE WORLD NEEDS CERTAIN THINGS IN ORDER TO LIVE. MARK THE THING PEOPLE COULD LIVE WITHOUT.

- A. FOOD
- \*B. CAR
- C. SHELTER
- D. WATER

1300248  
1300248  
1300248  
1300248  
1300248

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO READ CHARTS OF ELECTION DATA BY SELECTING THE BEST RESPONSE IN GIVEN LISTS. %6

0029

THREE MEN, A, B, AND C, WANTED TO BE MAYOR OF FRIENDLYVILLE. THE PEOPLE COULD CHOOSE ONLY \*ONE\* MAN. THEY VOTED IN AN ELECTION. LOOK AT THE \*ELECTION RESULTS\* BELOW. READ EACH QUESTION CAREFULLY. USE THE CHART OF \*ELECTION RESULTS\* TO ANSWER YOUR QUESTIONS.

| MEN FOR MAYOR | ELECTION RESULTS |     |     |
|---------------|------------------|-----|-----|
|               | A                | B   | C   |
| DISTRICT 1    | 400              | 100 | 200 |
| DISTRICT 2    | 100              | 200 | 400 |
| DISTRICT 3    | 300              | 200 | 200 |
| DISTRICT 4    | 200              | 300 | 100 |

WHO WON THE ELECTION

- A. C
- B. B
- A

1300208  
1300208  
1300208  
1300208

|                                    |         |
|------------------------------------|---------|
| WHICH DISTRICT VOTED MOSTLY FOR AO | 1300209 |
| *A. DISTRICT 1                     | 1300209 |
| B. DISTRICT 3                      | 1300209 |
| C. DISTRICT 4                      | 1300209 |

|  |         |
|--|---------|
| HOW MANY VOTERS WANTED A, MORE THAN BO | 1300210 |
| A. 800                                 | 1300210 |
| B. 200                                 | 1300210 |
| *C. 1000                               | 1300210 |

|  |         |
|--|---------|
| HOW MANY VOTERS WANTED C, MORE THAN AO | 1300212 |
| A. 100                                 | 1300212 |
| *B. 900                                | 1300212 |
| C. 1000                                | 1300212 |

|                                    |         |
|------------------------------------|---------|
| WHICH DISTRICT VOTED MOSTLY FOR CO | 1300213 |
| *A. DISTRICT 2                     | 1300213 |
| B. DISTRICT 1                      | 1300213 |
| C. DISTRICT 4                      | 1300213 |

|                                    |         |
|------------------------------------|---------|
| WHICH DISTRICT VOTED MOSTLY FOR BO | 1300214 |
| A. DISTRICT 3                      | 1300214 |
| B. DISTRICT 1                      | 1300214 |
| *C. DISTRICT 4                     | 1300214 |

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|   |      |
|---|------|
| A STUDENT CAN DISTINGUISH A SPECIALIZED STORE FROM A GENERAL STORE<br>%F. G. DEPARTMENT BY IDENTIFYING ORGANIZATION AND MERCHANDISE IN<br>THEM. %10 | 0052 |
|---|------|

|   |         |
|---|---------|
| ON A SHOPPING LIST, I HAVE THE FOLLOWING ITEMS--TABLE-DRESS-<br>DOLL-BOOK AND MOP. IN WHICH OF THE FOLLOWING STORES COULD I GET<br>THEM ALL | 1300416 |
| A. SUPERMARKET  | 1300416 |
| B. DRUG STORE   | 1300416 |
| *C. DEPARTMENT STORE  | 1300416 |
| D. FURNITURE STORE  | 1300416 |
| F. HARDWARE STORE   | 1300416 |

|  |         |
|--|---------|
| ON A SHOPPING LIST I HAVE THE FOLLOWING ITEMS--POTATOES-MILK-<br>EGGS-A CAN OF CORN AND SOAP. IN WHICH OF THE FOLLOWING STORES<br>COULD I GET THEM ALL | 1300417 |
| A. DEPARTMENT STORE  | 1300417 |
| B. FURNITURE STORE   | 1300417 |
| C. HARDWARE STORE  | 1300417 |
| *D. SUPERMARKET  | 1300417 |

|   |         |
|---|---------|
| YOU ARE IN A DEPARTMENT STORE AND WANT TO FIND THE FOLLOWING<br>THINGS. MATCH THE ITEMS WITH WHERE YOU WOULD FIND THEM. | 1300428 |
| A. DOLL FOR SISTER  | 1300428 |
| B. SWEATER FOR FATHER   | 1300428 |
| C. BIB FOR BABY   | 1300428 |
| D. STORY OF *THREE LITTLE PIGS*   | 1300428 |

|          |         |
|----------|---------|
| BOOKS *D | 1300428 |
|----------|---------|

|         |         |
|---------|---------|
| MFNS *B | 1300429 |
|---------|---------|

|         |         |
|---------|---------|
| TOYS *A | 1300430 |
|---------|---------|

|                      |         |
|----------------------|---------|
| INFANTS *C           | 1300431 |
| A. DESK FOR FATHER   | 1300432 |
| B. DRESS FOR SISTER  | 1300432 |
| C. BASEBALL BAT      | 1300432 |
| D. SHIRT FOR BROTHER | 1300432 |
| BOYS *D              | 1300432 |
| FURNITURE *A         | 1300433 |
| SPORTS *C            | 1300434 |
| GIRLS *B             | 4300435 |

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A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW PRODUCTS ARE MADE 0053  
BY SELECTING THE ORDER IN WHICH A PRODUCT BECOMES AVAILABLE TO HIM.  
%30

|  |         |
|--|---------|
| WHAT IS THE ORDER IN WHICH YOU GET MILKO | 1300436 |
| A. FARMER-COW-YOU-STORE                  | 1300436 |
| *B. COW-FARMER-STORE-YOU                 | 1300436 |
| C. YOU-FARMER-COW-STORE                  | 1300436 |
| D. COW-STORE-YOU-FARMER                  | 1300436 |
| E. STORE-COW-FARMER-YOU                  | 1300436 |

|   |         |
|---|---------|
| WHAT IS THE ORDER IN WHICH YOU WOULD GET A DRESSO | 1300437 |
| A. STORE-COTTON-FACTORY-YOU                       | 1300437 |
| B. FACTORY-COTTON-YOU-STORE                       | 1300437 |
| C. COTTON-YOU-FACTORY-STORE                       | 1300437 |
| D. YOU-COTTON-STORE-FACTORY                       | 1300437 |
| *E. COTTON-FACTORY-STORE-YOU                      | 1300437 |

|  |         |
|--|---------|
| WHAT IS THE ORDER IN WHICH YOU WOULD GET MEATO | 1300438 |
| A. YOU-STORE-ANIMAL-FARMER                     | 1300438 |
| B. ANIMAL-YOU-STORE-FARMER                     | 1300438 |
| C. STORE-ANIMAL-FARMER-YOU                     | 1300438 |
| *D. ANIMAL-FARMER-STORE-YOU                    | 1300438 |
| E. FARMER-STORE-YOU-ANIMAL                     | 1300438 |

\*\*\*\*\*

THE STUDENT CAN INTERPRET A GIVEN SITUATION BY SELECTING A  
RESULT OF THE APPLICATION OF THE PRINCIPLE \*DIVISION OF LABOR\*. %2x

TEACHER READS SITUATION ORALLY.

DICK'S FAMILY WANTED TO SEE A MOVIE THAT WOULD START IN AN HOUR,  
BUT THEY HAD TO CLEAN THE KITCHEN FIRST. FATHER SAID, I KNOW  
WHAT WE CAN DO. DICK WILL SCRAPE THE DISHES. MOTHER WILL WASH  
AND JANE CAN DRY THE DISHES. I WILL SWEEP THE FLOOR. SOON THE  
KITCHEN WAS CLEAN AND THEY WERE READY TO GO ON TIME.

|  |         |
|--|---------|
| BECAUSE THEY DIVIDED THE LABOR, THE FAMILY WAS ABLE TO | 1400293 |
| A. DO DIFFERENT JOBS.                                  | 1400293 |
| *B. DO MORE WORK FASTER.                               | 1400293 |
| C. HAVE FUN IN THE KITCHEN.                            | 1400293 |



THE PHONE RANG. IT WAS GRANDMOTHER. SHE SAID THEY WOULD BE  
 RIGHT OVER AND WOULD STAY FOR DINNER. MOTHER WAS WORRIED.  
 THERE WAS NO DESSERT AND THERE WAS NOT ENOUGH TIME TO MAKE  
 SOMETHING. SO MOTHER SENT JANE TO THE BAKERY FOR A CAKE.

1400294  
 1400294  
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 1400294

BECAUSE OUR NEIGHBORHOOD DIVIDES THE LABOR, WE CAN

- A. HAVE A GOOD TIME WHEN FRIENDS VISIT.
- B. HAVE LOTS TO EAT AT DINNER.
- \*C. DEPEND ON OTHERS FOR GOODS WE NEED.

\*\*\*\*\*

A STUDENT CAN RECALL THAT EACH MEMBER OF A COMMUNITY IS DEPENDENT  
 UPON OTHERS FOR MOST OF THE GOODS AND SERVICES HE REQUIRES BY  
 SELECTING THE APPROPRIATE HELPER FOR GIVEN DUTIES. %4

0055

A WORKER GETS ALL THE GOODS AND SERVICES HE NEEDS FROM

- \*A. OTHER WORKERS.
- B. HIS MOTHER.
- C. HIMSELF.
- D. WOMEN.
- F. OTHER CHILDREN.

1300451  
 1300451  
 1300451  
 1300451  
 1300451  
 1300451

IF A POLICEMAN'S HOUSE WERE ON FIRE, HE WOULD NEED A  
 COME AND PUT IT OUT.

TO

- A. POSTMAN
- \*B. FIREMAN
- C. GARBAGEMAN
- D. MILKMAN
- E. DOCTOR

1300452  
 1300452  
 1300452  
 1300452  
 1300452  
 1300452

IF A DENTIST WERE SICK, HE WOULD NEED A  
 WELL.

TO MAKE HIM

- A. POLICEMAN
- B. FIREMAN
- C. POSTMAN
- \*D. DOCTOR
- E. LAWYER

1300453  
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 1300453

IF A TEACHER HAD A TOOTHACHE, SHE WOULD NEED A

TO FIX IT.

- A. POSTMAN
- B. DOCTOR
- \*C. DENTIST
- D. FIREMAN
- E. POLICEMAN

1300454  
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THE STUDENT CAN COMPREHEND THE NEED FOR INTERDEPENDENCE AND  
 INTERACTION IN GROUPS BY SELECTING WAYS PEOPLE ARE DEPENDENT UPON  
 ONE ANOTHER. %1

0001

IF JIM AND TOM GOT LOST HIKING IN THE WOODS, THEY COULD FIND  
 THEIR WAY HOME FASTEST BY

- A. JIM GOING ONE DIRECTION AND TOM GOING IN THE OTHER  
 DIRECTION.
- \*B. JIM AND TOM TALKING OVER THE BEST WAY TO GET HELP.
- C. JIM WAITING IN THE WOODS, WHILE TOM TRIES TO FIND HIS WAY  
 OUT.

1300002  
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 1300002



THE STUDENT COMPREHENDS THE CONCEPT OF ECONOMIC INTERDEPENDENCE  
BY IDENTIFYING A SAMPLE WHICH SHOWS WHEN PEOPLE SPECIALIZE, THEY  
BECOME MORE DEPENDENT ON OTHERS. %1

0007

IN ORDER FOR A FARMER TO SELL HIS CROPS,

1300037

A. PEOPLE MUST LIKE THE FARMER.

1300037

B. PEOPLE MUST HAVE LARGE KITCHENS.

1300037

\*C. PEOPLE MUST NEED THE CROPS.

1300037

THE STUDENT COMPREHENDS THE INTERACTION OF URBAN AND RURAL  
COMMUNITIES BY IDENTIFYING HOW THEY DEPEND ON EACH OTHER. %2

0008

WHY IS THE FOOD MARKET NEEDED IN THE BIG CITY?

1300038

A. PEOPLE NEED A STORE TO BUY FOOD.

1300038

\*B. THE CITY IS TOO CROWDED WITH PEOPLE AND BUILDINGS TO RAISE  
FOOD.

1300038

1300038

C. IT IS FASTER TO BUY FOOD, THAN TO GROW FOOD.

1300038

IN A CITY, THE FOOD SUPPLY COMES TO THE MARKETS

1300039

\*A. FROM THE FARMER'S CROPS.

1300039

B. FROM THE FACTORIES.

1300039

C. FROM THE GROCERY STORES.

1300039

A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE ABOUT LIFE AND FUNCTIONS ON  
A RANCH BY SELECTING THE MAIN FACTS ABOUT IT. %8

0060

A RANCH HAS A LOT OF GRASSLAND, BUT HAS VERY LITTLE

1300578

A. RANGE.

1300578

B. CATTLE.

1300578

C. WORK.

1300578

\*D. RAIN.

1300578

E. LAND.

1300578

THE WORKERS OF A RANCH ARE CALLED

1300579

A. FARMERS.

1300579

\*B. COWBOYS.

1300579

C. MILKMEN.

1300579

D. RANGERS.

1300579

E. ROPERS.

1300579

THE MAIN JOB ON A RANCH IS TAKING CARE OF

1300580

A. PIGS.

1300580

B. GOATS.

1300580

\*C. CATTLE.

1300580

D. HORSES.

1300580

E. CHICKENS.

1300580

MOST WORKERS ON A RANCH USE

FOR TRANSPORTATION.

1300581

A. TRAINS.

1300581

B. BOATS.

1300581

C. CARS.

1300581

D. TRUCKS.

1300581

\*F. HORSES.

1300581

THE

AROUND THE RANGE MUST BE FIXED TO KEEP THE CATTLE

1300582

|              |         |
|--------------|---------|
| SAFE.        | 1300582 |
| A. HOUSES    | 1300582 |
| *B. FENCES   | 1300582 |
| C. TREES     | 1300582 |
| D. BUILDINGS | 1300582 |
| E. BARNs     | 1300582 |

|                                |       |         |
|--------------------------------|-------|---------|
| CATTLE ARE BRANDED TO SHOW WHO | THEM. | 1300583 |
| *A. OWNS                       |       | 1300583 |
| B. HAS                         |       | 1300583 |
| C. KEEPS                       |       | 1300583 |
| D. WANTS                       |       | 1300583 |
| E. NEEDS                       |       | 1300583 |

|                        |         |
|------------------------|---------|
| CATTLE ARE USED FOR    | 1300584 |
| A. MEAT AND BUTTER.    | 1300584 |
| B. EGGS AND BUTTER.    | 1300584 |
| *C. MEAT AND LEATHER.  | 1300584 |
| D. MILK AND EGGS.      | 1300584 |
| E. LEATHER AND BUTTER. | 1300584 |

|  |         |
|--|---------|
| A RANCHER WILL GET THE CATTLE TO MARKET BY | 1300585 |
| A. CAR AND TRUCK.                          | 1300585 |
| B. BUS AND CAR.                            | 1300585 |
| C. CAR AND TRAIN.                          | 1300585 |
| *D. TRUCK AND TRAIN.                       | 1300585 |
| E. TRAIN AND BUS.                          | 1300585 |

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THE STUDENT DEMONSTRATES A KNOWLEDGE OF SOME THINGS THAT CHARACTERIZED PIONEER LIFE BY IDENTIFYING CHARACTERISTICS OF PIONEER LIFE. % 8 \*

|  |         |
|--|---------|
| WHICH OF THE FOLLOWING FOODS WOULD YOU MOST LIKELY FIND IN A PIONEER HOME? | 1400251 |
| A. ORANGES   | 1400251 |
| B. ICE CREAM   | 1400251 |
| *C. POTATOES   | 1400251 |

|   |         |
|---|---------|
| WHICH OF THE FOLLOWING THINGS WOULD YOU FIND ON A PIONEER FARM? | 1400252 |
| A. A RADIO  | 1400252 |
| B. A TRACTOR  | 1400252 |
| *C. A WOODEN PLOW   | 1400252 |

|  |         |
|--|---------|
| WHICH OF THE FOLLOWING DID PIONEER FAMILIES NEED MOST? | 1400253 |
| A. MONEY   | 1400253 |
| *B. FOOD   | 1400253 |
| C. TRUCKS  | 1400253 |

|  |         |
|--|---------|
| WHICH OF THE FOLLOWING TOOLS DID A PIONEER MOTHER USE? | 1400254 |
| A. A VACUUM SWEEPER                                    | 1400254 |
| *B. A SPINNING WHEEL                                   | 1400254 |
| C. A SEWING MACHINE                                    | 1400254 |

|   |         |
|---|---------|
| WHICH OF THE FOLLOWING WAYS SHOW WHAT A PIONEER FAMILY DID TO HAVE FUN? | 1400255 |
| A. GO TO A MOVIE  | 1400255 |
| *B. GO TO A SQUARE DANCE  | 1400255 |
| C. GO TO A CIRCUS   | 1400255 |

|  |         |
|--|---------|
| WHICH OF THE FOLLOWING WAYS SHOW HOW PIONEER FAMILIES HELPED | 1400256 |
|--|---------|

|                     |         |
|---------------------|---------|
| EACH OTHER          | 1400256 |
| *A. SHARING WORK    | 1400256 |
| B. PAYING MONFY     | 1400256 |
| C. LIVING FAR APART | 1400256 |

|  |         |
|--|---------|
| WHICH OF THE FOLLOWING WOULD YOU ALWAYS FIND IN A PIONEER HOME | 1400257 |
| A. A PIANO   | 1400257 |
| *B. A FIREPLACE  | 1400257 |
| C. A STOVE   | 1400257 |

|   |         |
|---|---------|
| WHICH OF THE FOLLOWING WOULD MOST PIONEER BOYS BE WHEN THEY GREW UP | 1400258 |
| A. A DOCTOR   | 1400258 |
| B. A TEACHER  | 1400258 |
| *C. A FARMER  | 1400258 |

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THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF SOME DIFFERENCES IN COMMUNITY ACTIVITIES IN PIONEER AND PRESENT DAY AMERICAN FAMILIES BY IDENTIFYING A DESCRIPTION AS BEING EITHER CHARACTERISTIC OF THE PIONFER COMMUNITY, THE AMERICAN COMMUNITY TODAY, OR OF BOTH COMMUNITIES. %11x

TEACHER READS QUESTIONS ORALLY.

|  |         |
|--|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE | 1400259 |
| *A. A WOMAN MAKING SOAP.                     | 1400259 |
| B. A FATHER LOOKING AT TV.                   | 1400259 |
| C. A GIRL TALKING ON THE TELEPHONE.          | 1400259 |

|   |         |
|---|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY | 1400260 |
| A. A WOMAN WEAVING WOOL.                            | 1400260 |
| *B. A BOY GOING TO THE MOVIES.                      | 1400260 |
| C. A BOY CUTTING LOGS.                              | 1400260 |

|  |         |
|--|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE TODAY | 1400261 |
| A. A MOTHER MAKING CANDLES.  | 1400261 |
| *B. A FARMER PLOWING A FIELD.  | 1400261 |
| C. A BOY HELPING TO BUILD A LOG CABIN.                               | 1400261 |

|  |         |
|--|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE TODAY | 1400262 |
| A. A FATHER DRIVING A CAR TO WORK.                                   | 1400262 |
| B. A MAN MAKING A WOODEN PLOW.                                       | 1400262 |
| *C. A MOTHER MAKING A DRESS.   | 1400262 |

|   |         |
|---|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY | 1400263 |
| A. A TRAVELING SHOEMAKER FIXING A SHOF.             | 1400263 |
| *B. A WOMAN WEARING A SHORT DRESS.                  | 1400263 |
| C. A MAN MAKING A BIRCHBARK CANOF.                  | 1400263 |

|  |         |
|--|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE | 1400264 |
| *A. A MOTHER MAKING CANDLES.                 | 1400264 |
| B. A GIRL USING THE MIXER.                   | 1400264 |
| C. A BOY MAKING TOAST.                       | 1400264 |

|  |         |
|--|---------|
| WHICH ACTIVITY IS AN EXAMPLE OF BOTH AMERICAN AND PIONEER LIFE | 1400265 |
| A. A FATHER USING A POWER SAW.                                 | 1400265 |
| *B. A FAMILY PLANTING SEEDS.                                   | 1400265 |

C. A GRANDMOTHER USING A SPINNING WHEEL.

1400265

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?

1400266

A. A FATHER CUTTING WHEAT BY HAND.

1400266

B. A GIRL PLAYING WITH A HULA-HOOP.

1400266

\*C. A BOY CUTTING LOGS.

1400266

WHICH ACTIVITY IS AN EXAMPLE OF BOTH PIONEER AND AMERICAN LIFE TODAY?

1400267

\*A. A MOTHER TELLING A BEDTIME STORY.

1400267

B. A GIRL MAKING BUTTER.

1400267

C. A MOTHER COOKING SOAP ON THE STOVE.

1400267

WHICH ACTIVITY IS AN EXAMPLE OF AMERICAN LIFE TODAY?

1400268

A. A GIRL SPINNING YARN.

1400268

\*B. A BOY RIDING A BIKE.

1400268

C. A FATHER BUILDING A LOG CABIN.

1400268

WHICH ACTIVITY IS AN EXAMPLE OF PIONEER LIFE?

1400269

A. A GIRL RIDING A BUS.

1400269

\*B. A FAMILY GOING TO A BARN RAISING.

1400269

C. A FAMILY TAKING A TRAIN RIDE.

1400269

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THE STUDENT SHOWS HIS KNOWLEDGE OF THE WAYS LIFE OF THE PIONEER FAMILY IS LIKE OUR FAMILY TODAY BY SELECTING THE SENTENCE THAT SHOWS WAYS BOTH FAMILIES ARE ALIKE. 4x

TEACHER DIRECTIONS--ORAL. OUR FAMILIES TODAY ARE LIKE PIONEER FAMILIES OF LONG AGO IN SOME WAYS.

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES TODAY ARE \*ALIKE\*?

1400275

\*A. SOME FAMILIES ARE SMALL.

1400275

B. FAMILIES BUY MOST OF THEIR FOOD AT THE STORE.

1400275

C. FAMILIES GO PLACES IN CARS.

1400275

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES TODAY ARE \*ALIKE\*?

1400276

A. FAMILIES GO TO THE LIBRARY.

1400276

B. FAMILIES MAKE THEIR SHOES.

1400276

\*C. FAMILIES NEED HOUSES.

1400276

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES ARE \*ALIKE\*?

1400277

A. FAMILIES GO ON TRIPS BY JET.

1400277

\*B. FAMILIES HELP EACH OTHER.

1400277

C. FAMILIES PAY FOR THINGS WITH MONEY.

1400277

WHICH SENTENCE SHOWS WAYS BOTH PIONEER AND AMERICAN FAMILIES ARE \*ALIKE\*?

1400278

A. FAMILIES GO TO MOVIES.

1400278

B. FAMILIES GO TO DRIVE-INS TO EAT.

1400278

\*C. FATHERS GO HUNTING.

1400278

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A. CHICAGO

THE STUDENT IS ABLE TO DISTINGUISH AMONG THE IMPORTANT HISTORICAL EVENTS WHICH LED TO CHICAGO'S GROWTH AND DEVELOPMENT BY SELECTING EVENTS WHICH PRECEDED OR FOLLOWED A GIVEN EVENT. %2

0017

READ EACH QUESTION CAREFULLY. CHOOSE \*THE\* LETTER NEXT TO THE CORRECT ANSWER.

IN 1804, JOHN KINZIE BEGAN A TRADING POST IN CHICAGO. WHAT HAPPENED NEXT, THAT BROUGHT MANY SETTLERS TO CHICAGO?

1300074

1300074

A. FORT DEARBORN WAS BUILT FOR THE FIRST TIME.

1300074

B. FORT DEARBORN WAS BURNED DOWN.

1300074

\*C. FORT DEARBORN WAS BUILT FOR THE SECOND TIME.

1300074

IN THE 1800'S, NEW YORK SETTLERS BEGAN MOVING TO CHICAGO. THEY WANTED TO LIVE ON FARMS. THESE SETTLERS STARTED TRAVELING TO CHICAGO AFTER

1300075

1300075

1300075

\*A. THE ERIE CANAL WAS BUILT.

1300075

B. THE ILLINOIS-MICHIGAN CANAL WAS BUILT.

1300075

C. THE CHICAGO RAILROAD WAS BUILT.

1300075

\*\*\*\*\*

THE STUDENT IS ABLE TO DISTINGUISH AMONG THE IMPORTANT HISTORICAL EVENTS WHICH LED TO CHICAGO'S GROWTH AND DEVELOPMENT BY CORRELATING IMPORTANT EVENTS WITH PARTICULAR PEOPLE. %3

0018

CHOOSE THE CORRECT ENDING FOR EACH SENTENCE. CIRCLE \*THE\* LETTER NEXT TO YOUR ANSWER.

THE PERSON WHO STARTED THE SETTLEMENT OF CHICAGO, WAS

1300076

A. MC CORMICK.

1300076

B. JOHN KINZIE.

1300076

\*C. DU SABLE.

1300076

THE PERSON WHO BUILT A MACHINE THAT CUT FARM CROPS FASTER THAN A FARMER COULD DO BY HAND, WAS

1300077

1300077

A. DU SABLE.

1300077

\*B. MC CORMICK.

1300077

C. HUDSON.

1300077

MC CORMICK HELPED CHICAGO'S TRADE BECOME LARGER BY

1300078

\*A. BUILDING A REAPER FACTORY.

1300078

B. BUILDING THE ERIE CANAL.

1300078

C. BUILDING THE FIRST RAILROAD.

1300078

\*\*\*\*\*

B. ESKIMO VILLAGE

THE STUDENT WILL SHOW HIS ABILITY TO IDENTIFY WEAPONS, TOOLS, AND METHODS ESKIMOS USE TO HUNT FOOD BY SELECTING THEM IN GIVEN SITUATIONS. %3

0038

ASHGAK WAS HUNTING CARIBOU. HE WAITED QUIETLY UNTIL THE HERD LEFT THE LAND AND STARTED SWIMMING ACROSS THE WATER. HOW DID HE KILL HIS CARIBOU?

1300285

1300285

1300285

A. HE STOOD ON THE BANK AND SHOT THE CARIBOU.

1300285

\*B. HE SAT IN HIS KAYAK AND SPEARED THE CARIBOU.

1300285

C. HE PADDED HIS KAYAK NEAR A CARIBOU AND LASSED IT.

1300285

WHEN ASHQAK HUNTS FOR SEALS, HE NEEDS THIS WEAPON.

1300286

\*A. HARPOON

1300286

B. BOW AND ARROW

1300286

C. FISHING LURE

1300286

IF YOU ARE IN A KAYAK AND YOU SEE A SCHOOL OF FISH, WHAT WOULD YOU DO TO GET NEAR THEM?

1300287

A. FLOAT OVER TO WHERE THEY ARE.

1300287

B. PUT YOUR SAIL UP AND SAIL OVER.

1300287

\*C. PADDLE QUIETLY NEAR THEM.

1300287

\*\*\*\*\*

THE CHILD SHOWS KNOWLEDGE OF THE WAY THE ENTIRE SEAL IS USED IN ESKIMO COMMUNITY BY SELECTING THE APPROPRIATE USES FOR THE DIFFERENT PARTS OF THE SEAL'S BODY. %50

0039

ISHKAK CAUGHT A SEAL. HIS FAMILY DID MANY THINGS WITH IT. WHAT DID THEY DO WITH THE INSIDE?

1300292

A. MADE KAYAKS FROM IT

1300292

\*B. USED IT FOR EATING

1300292

C. GAVE IT TO THE DOGS

1300292

WHAT PART OF THE SEAL IS USED IN LAMPS BY THE ESKIMOS?

1300293

\*A. BLUBBER

1300293

B. BONES

1300293

C. MEAT

1300293

IF YOU WENT TO A TRADING POST IN THE POLAR REGION, MOST OF THE ESKIMOS USE SOMETHING INSTEAD OF MONEY. WHAT DO THEY USE?

1300296

\*A. SEAL SKINS

1300296

B. FISH

1300296

C. VEGETABLES

1300296

WHAT DOES THE ESKIMO USE TO MAKE HIS WINTER BOOTS?

1300314

A. CARIBOU SKIN

1300314

\*B. SEALSKIN

1300314

C. ELKSKIN

1300314

WHAT ANIMAL PROVIDES THE MATERIAL FOR THE ESKIMOS' SUMMER HOME?

1300324

\*A. SEAL SKIN

1300324

B. CARIBOU

1300324

C. WHALE

1300324

\*\*\*\*\*

THE CHILD WILL DEMONSTRATE HIS UNDERSTANDING OF SOME IMPORTANT USES OF CARIBOU IN ESKIMO LIFE BY SELECTING APPROPRIATE EXAMPLES. %40

0040

THE CARIBOU HAS VERY WARM FUR WHICH THE ESKIMO USES FOR

1300297

\*A. WINTER CLOTHING.

1300297

B. KAYAKS.

1300297

C. TENTS.

1300297

THE HARPOON IS MADE BY USING THE BONES OF

1300298

A. ELK.

1300298

\*B. CARIBOU.

1300298

C. SEAL.

1300298

WHAT ANIMAL GIVES THE ESKIMO MOST OF HIS WINTER CLOTHING?

1300315

\*A. CARIBOU

1300315



|   |         |
|---|---------|
| B. SEAL   | 1300315 |
| C. WHALE  | 1300315 |
|   |         |
| IF YOU WERE AN ESKIMO MAKING A HOME FOR THE SUMMER AND HAD TO | 1300325 |
| FOLLOW THE CARIBOU AS THEY MOVE SOUTH, WHICH HOME WOULD YOU   | 1300325 |
| BUILD?  | 1300325 |
| A. AN IGLOO   | 1300325 |
| *B. A TENT  | 1300325 |
| C. A TREE HUT   | 1300325 |

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|   |      |
|---|------|
| THE CHILD WILL SHOW HIS KNOWLEDGE OF THE TOOLS USED BY ESKIMOS BY | 0041 |
| CORRECTLY IDENTIFYING THEM IN GIVEN SITUATIONS. %7                |      |

|  |         |
|--|---------|
| WHICH TOOL DOES AN ESKIMO USE TO KILL A CARIBOU? | 1300301 |
| A. GUN   | 1300301 |
| *B. SPEAR  | 1300301 |
| C. HARPOON                                       | 1300301 |

|   |         |
|---|---------|
| THIS TOOL HAS THREE PARTS. IT IS ALMOST 6 FEET LONG. THE ESKIMO | 1300302 |
| USES IT TO KILL SEALS. IT IS                                    | 1300302 |
| *A. A HARPOON.  | 1300302 |
| B. A KAYAK.   | 1300302 |
| C. A FISHING LURE.  | 1300302 |

|  |         |
|--|---------|
| THE ESKIMO TRADED FURS TO GET THIS TOOL. HE WOULD ALSO HAVE TO | 1300303 |
| TRADE FURS TO GET AMMUNITION. WHICH TOOL IS IT?                | 1300303 |
| A. AXE   | 1300303 |
| B. SHOVEL  | 1300303 |
| *C. GUN  | 1300303 |

|   |         |
|---|---------|
| IGLOOS ARE MADE OF ICE BLOCKS. WHICH TOOL DOES THE ESKIMO USE | 1300304 |
| TO CUT THE BLOCKS?  | 1300304 |
| *A. SNOWKNIFE   | 1300304 |
| B. SAW  | 1300304 |
| C. SCISSORS   | 1300304 |

|   |         |
|---|---------|
| IF YOU WERE GOING OUT TO HUNT SEAL, WHAT SMALL TOOL WOULD YOU | 1300305 |
| TAKE ALONG TO SEW RIPS IN YOUR CLOTHES?                       | 1300305 |
| A. SEWING MACHINE   | 1300305 |
| *B. NEEDLE  | 1300305 |
| C. PATCHES  | 1300305 |

|   |         |
|---|---------|
| THIS IS VERY LIGHT. IT IS WATERPROOF. THE ESKIMOS USE IT TO | 1300306 |
| TRAVEL ON WATER IN THE LIGHT SEASON. WHAT IS IT?            | 1300306 |
| A. SLED   | 1300306 |
| B. TENT   | 1300306 |
| *C. KAYAK   | 1300306 |

|  |         |
|--|---------|
| WHICH TOOL HAS BEEN USED TO HUNT AND CATCH ANIMALS BY PEOPLE FOR | 1300307 |
| HUNDREDS OF YEARS?   | 1300307 |
| *A. BOW AND ARROW  | 1300307 |
| B. PISTOL  | 1300307 |
| C. RIFLE   | 1300307 |

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|   |      |
|---|------|
| THE CHILD WILL SHOW HIS UNDERSTANDING OF THE VARIOUS RESPONSIBILITIES | 0045 |
| OF THE MEMBERS OF AN ESKIMO FAMILY BY SELECTING THE TRAINING NEEDED   |      |
| FOR THESE POSITIONS. %4   |      |

|   |         |
|---|---------|
| IF YOU WERE A BOY GROWING UP IN AN ESKIMO FAMILY, WHAT WOULD YOU HAVE TO LEARN TO DOO | 1300340 |
| *A. CATCH SEALS   | 1300340 |
| B. CHOP TREES   | 1300340 |
| C. SEW CARIBOU SKINS  | 1300340 |

|  |         |
|--|---------|
| WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO BOYO | 1300341 |
| A. HOW TO TAKE WRITTEN TEST                                      | 1300341 |
| B. HOW TO RIDE A BICYCLE   | 1300341 |
| *C. HOW TO BUILD A GOOD IGLOO                                    | 1300341 |

|   |         |
|---|---------|
| WHICH OF THESE THINGS WOULD BE NECESSARY TO TEACH AN ESKIMO GIRLO | 1300342 |
| A. HOW TO BAKE CAKES  | 1300342 |
| *B. HOW TO SEW SKINS  | 1300342 |
| C. HOW TO MAKE A BED  | 1300342 |

|   |         |
|---|---------|
| WHO TAKES CARE OF HUNTING FOR AN ESKIMO FAMILY IF THE FATHER IS SICKO | 1300343 |
| A. THE MOTHER   | 1300343 |
| *B. THE WINTER CAMP MEMBERS   | 1300343 |
| C. THE FATHER'S BUSINESS  | 1300343 |

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THE CHILD WILL DEMONSTRATE HIS KNOWLEDGE OF THE TYPICAL ESKIMO'S ENVIRONMENTS BY SELECTING FACTORS IN OUR ENVIRONMENT TO WHICH AN ESKIMO WOULD NEED TO ADJUST. %3□

|   |         |
|---|---------|
| IF YOU BROUGHT AN ESKIMO CHILD DOWN TO LIVE AT YOUR HOUSE, WHAT WOULD YOU HAVE TO TEACH HIM RIGHT AWAY BEFORE HE WENT OUTSIDE | 1300395 |
| *A. TO WATCH OUT FOR CARS AND BICYCLES  | 1300395 |
| B. HOW TO SLEEP IN A BED  | 1300395 |
| C. HOW TO PLAY WITH TOYS  | 1300395 |

|  |         |
|--|---------|
| IF AN ESKIMO FAMILY DECIDED TO MOVE FROM THE NORTH POLE TO WHERE YOU LIVE, WHAT THINGS COULD HE BRING ALONG THAT WOULD HELP HIM LIVE HEREO | 1300396 |
| A. IGLOO   | 1300396 |
| B. HARPOON   | 1300396 |
| *C. PARKAS AND BOOTS   | 1300396 |

|   |         |
|---|---------|
| WHICH WOULD BE THE MOST DIFFICULT FOR AN ESKIMO TO GET USED TO IF HE MOVED TO FLORIDA | 1300397 |
| A. THE TRIP   | 1300397 |
| *B. THE WARM WEATHER  | 1300397 |
| C. THE PEOPLE   | 1300397 |

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#### 5. TRANSPORTATION AND COMMUNICATION

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RELATIVE SPEED OF DIFFERENT FORMS OF TRANSPORTATION BY SELECTING THE FASTEST METHOD IN A GIVEN SELECTION. %6□

0021



IN EACH LIST, CHOOSE THE \*FASTEST\* KIND OF TRANSPORTATION. CIRCLE THE LETTER NEXT TO THE CORRECT ANSWER.

- |                    |         |
|--------------------|---------|
| A. CAR             | 1300111 |
| B. TRAIN           | 1300111 |
| *C. AIRPLANE       | 1300111 |
| D. HELICOPTER      | 1300111 |
| A. ROLLER SKATES   | 1300112 |
| *B. BICYCLE        | 1300112 |
| C. SCOOTER         | 1300112 |
| D. WAGON           | 1300112 |
| *A. HORSE          | 1300114 |
| B. MULE            | 1300114 |
| C. HORSE AND BUGGY | 1300114 |
| D. COVERED-WAGON   | 1300114 |
| A. BICYCLE         | 1300116 |
| *B. MOTORCYCLE     | 1300116 |
| C. SNOWMOBILE      | 1300116 |
| D. TRACTOR         | 1300116 |
| A. CANOE           | 1300119 |
| *B. SAILBOAT       | 1300119 |
| C. RAFT            | 1300119 |
| D. ROWBOAT         | 1300119 |
| *A. SPACE SHIP     | 1300120 |
| B. JET PLANE       | 1300120 |
| C. RACING CAR      | 1300120 |
| D. SPEED BOAT      | 1300120 |

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A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF HOW MAIL WAS CARRIED 100 YEARS AGO BY CORRECTLY IDENTIFYING IMPORTANT FEATURES OF IT. %7D 0057

- |   |         |
|---|---------|
| ONE HUNDRED YEARS AGO MAIL WAS SENT BY ALL OF THE FOLLOWING BUT | 1300499 |
| A. HORSEBACK.   | 1300499 |
| *B. MAIL TRUCKS.  | 1300499 |
| C. TRAIN.   | 1300499 |
| D. BOAT.  | 1300499 |
| E. STAGECOACH.  | 1300499 |

- |   |         |
|---|---------|
| IN THE WEST, MEN CARRIED MAIL ON FAST HORSES. THIS WAY OF CARRY-<br>ING MAIL WAS CALLED THE | 1300500 |
| A. FAST HORSE MAIL.   | 1300500 |
| B. STAGE COACH EXPRESS.   | 1300500 |
| *C. PONY EXPRESS.   | 1300500 |
| D. SPEEDY PONY MAIL.  | 1300500 |

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|--|---------|
| THE MEN WHO CARRIED MAIL ON HORSES HAD TO BE STRONG AND BRAVE<br>BECAUSE | 1300501 |
| A. THE MAIL WAS HEAVY AND HARD TO CARRY.                                 | 1300501 |
| B. THEY WERE AFRAID OF THE DARK.   | 1300501 |
| C. THE HORSES WERE NOT STRONG.   | 1300501 |
| *D. THE RIDE WAS LONG AND THERE WERE INDIANS.                            | 1300501 |

|  |         |
|--|---------|
| PONY EXPRESS RIDERS USED FOUR OR FIVE HORSES A DAY BECAUSE | 1300502 |
| *A. THE HORSES GOT TIRED.                                  | 1300502 |
| B. THE HORSES DIDN'T LIKE THE WORK.                        | 1300502 |
| C. THE HORSES WERE SMALL.                                  | 1300502 |
| D. THE HORSES WERE HUNGRY.                                 | 1300502 |

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|--|---------|
| A PONY EXPRESS RIDER GOT FRESH HORSES AT PLACES CALLED | 1300503 |
| A. RAILROAD STATIONS.                                  | 1300503 |
| B. BARN.   | 1300503 |
| *C. WAY STATIONS.                                      | 1300503 |
| D. REST AREAS.   | 1300503 |

|   |         |
|---|---------|
| THE PONY EXPRESS WAS USED TO CARRY MAIL TO THE WEST 100 YEARS AGO BECAUSE | 1300504 |
| A. THEY WERE IN NO HURRY.   | 1300504 |
| *B. IT WAS THE FASTEST WAY.   | 1300504 |
| C. THEY LIKED TO RIDE HORSES.   | 1300504 |
| D. TRAINS WERE TOO SLOW.  | 1300504 |

|   |         |
|---|---------|
| WHY DID THE PONY EXPRESS STOP DELIVERING MAIL | 1300505 |
| A. THEY DIDN'T HAVE MANY HORSES.              | 1300505 |
| B. THE RIDERS GOT TIRED AND WOULDN'T WORK.    | 1300505 |
| *C. THEY FOUND A FASTER AND BETTER WAY.       | 1300505 |
| D. THEY DIDN'T HAVE MANY RIDERS.              | 1300505 |

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|   |      |
|---|------|
| THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS KINDS OF COMMUNICATION USED IN THE PAST, BY COMPARING AND CONTRASTING THEM WITH THOSE USED TODAY. %10 | 0058 |
|---|------|

IN THE FOLLOWING USE--

- A. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO.
- B. IF IT TELLS HOW NEWS IS SENT TODAY.
- C. IF IT TELLS HOW NEWS WAS SENT 100 YEARS AGO AND IS TODAY.

|   |         |
|---|---------|
| A MAN IN A MAIL TRUCK TOOK THE LETTERS FROM THE MAILBOX. *B | 1300506 |
| SHE READ THE STORY IN THE NEWSPAPER. *C                     | 1300507 |
| THE RIDER PUT THE MAILBAG ON HIS HORSE. *A                  | 1300508 |
| MIKE AND HIS MOTHER TALKED ON THE TELEPHONE. *B             | 1300509 |
| FATHER TURNED ON THE TELEVISION TO HEAR THE NEWS. *B        | 1300510 |
| THE SMOKE SIGNAL COULD BE SEEN FOR MILES AROUND. *A         | 1300511 |
| THE LETTER CROSSED THE OCEAN BY BOAT. *C                    | 1300512 |
| THE STAGECOACH WAS LATE IN BRINGING THE MAIL. *A            | 1300513 |
| THE MAN TOOK THE MAILBAGS OFF THE TRAIN. *C                 | 1300514 |
| THE MAN ON THE RADIO SAID IT WOULD RAIN. *B                 | 1300515 |

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|--|------|
| A STUDENT CAN RECALL THAT MAN HAS CONTINUED TO FIND WAYS TO IMPROVE MEANS OF TRANSPORTATION BY CORRECTLY CATEGORIZING THE DIFFERENT MEANS. %10 | 0059 |
|--|------|

BEFORE AUTOMOBILES WERE MADE, PEOPLE TRAVELED BY

- A. BUS AND SUBWAY.
- \*B. HORSE AND BUGGY.
- C. AIRPLANES.
- D. CAR AND TRUCK.
- E. ROCKETS AND SPACESHIPS.

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WHEN AUTOMOBILES WERE MADE, THEY WERE CALLED A HORSELESS BUGGY.  
TODAY WE CALL THEM

- A. BUSES.
- B. AIRPLANES.
- C. TRUCKS.
- \*D. CARS.
- E. ROCKETS.

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THE FIRST AUTOMOBILES WERE BETTER THAN A HORSE AND BUGGY BECAUSE

- \*A. THEY COULD GO FASTER AND FARTHER.
- B. THEY HAD TWO HORSES.
- C. THEY WERE SHINY AND NEW.
- D. THEY COST MORE TO BUY.
- E. MORE PEOPLE COULD SIT IN THEM.

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CHANGES WERE MADE IN THE CAR SO IT COULD CARRY GOODS. IT WAS THEN  
CALLED A

- A. BUS.
- B. SUBWAY.
- \*C. TRUCK.
- D. PLANE.
- E. BUGGY.

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WHAT HAPPENED WHEN PEOPLE DISCOVERED THAT THEY COULD USE A TRUCK  
TO MOVE GOODS?

- A. PEOPLE STOPPED MOVING GOODS.
- \*B. MORE AND MORE GOODS WERE MOVED.
- C. PEOPLE NO LONGER USED CARS.
- D. THEY DIDN'T LIKE IT.

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WHAT MOVES GOODS ALONG METAL TRACKS?

- A. CARS
- B. TRUCKS
- C. BOATS
- \*D. TRAINS
- E. AIRPLANES

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WHICH OF THE FOLLOWING \*DOES NOT\* USE A ROAD OR TRACK TO MOVE  
GOODS?

- \*A. BOAT
- B. CAR
- C. TRUCK
- D. TRAIN

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WHAT MOVES GOODS BY AIR?

- A. BOAT
- B. TRUCK
- C. CAR
- D. TRAIN
- \*E. PLANE

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WHAT IS THE FASTEST WAY TO MOVE GOODS?

- A. BOAT

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1300539

|           |         |
|-----------|---------|
| B. CAR    | 1300539 |
| *C. PLANE | 1300539 |
| D. TRUCK  | 1300539 |
| E. TRAIN  | 1300539 |

|  |         |
|--|---------|
| HOW DO MOST PEOPLE IN OUR COUNTRY TRAVEL | 1300540 |
| A. TRUCK                                 | 1300540 |
| B. TRAIN                                 | 1300540 |
| C. PLANE                                 | 1300540 |
| *D. CAR                                  | 1300540 |
| E. BOAT                                  | 1300540 |

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## 6. SAFETY RULES

|   |      |
|---|------|
| A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FIRE SAFETY RULES BY APPLYING THEM TO GIVEN SITUATIONS. %30 | 0056 |
|---|------|

|  |         |
|--|---------|
| IF YOU SAW A PICTURE OF A FIRE AND UNDER THE PICTURE WERE THE WORDS *DON'T RUN-ROLL*, WHAT IN THE PICTURE WOULD BE ON FIRE | 1300460 |
| A. HOUSE   | 1300460 |
| B. STORE   | 1300460 |
| *C. MAN  | 1300460 |
| D. MATCH   | 1300460 |
| E. CAR   | 1300460 |

|   |         |
|---|---------|
| WHY IS *DON'T FAN IT-SMOTHER IT* A GOOD THING TO REMEMBER ABOUT FIRES | 1300461 |
| A. A FIRE IS HOT, SO FAN IT.  | 1300461 |
| *B. A FIRE WILL GO OUT IF YOU SMOTHER IT.                             | 1300461 |
| C. A FIRE WILL GO OUT IF YOU MAKE IT COOL.                            | 1300461 |
| D. IF YOU SMOTHER A FIRE, IT WILL BURN.                               | 1300461 |
| E. A FIRE WILL GO OUT IF YOU MAKE IT WARM.                            | 1300461 |

|   |         |
|---|---------|
| IF YOU WERE AT A FIRE AND WANTED TO HELP THE FIREMEN, YOU WOULD | 1300462 |
| A. HOLD THE LADDER.   | 1300462 |
| B. CARRY THE HOSES.   | 1300462 |
| C. GET HIS HAT.   | 1300462 |
| *D. STAY OUT OF HIS WAY.  | 1300462 |
| E. RIDE THE FIRE TRUCK.   | 1300462 |

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